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ABSTRACT

Volume II of the Jefferson County (Kentucky) Public Schools exceptional child education curriculum for K-12 social studies covers history process and skills, geography, economics, citizenship, political science, humanities, anthropology, sociology, psychology, and world history. The curriculum guide is organized by content areas, and within each content area, behavioral objectives are listed in sequential order. For each objective, included are task analyses, learning activities, and resource materials. Materials are coded for the appropriate grade level--elementary, middle school, or high school--and teacher materials are also listed. A scope and sequence chart is provided to indicate grade levels in which specific content areas are addressed in the general education program and to assist special education teachers in determining which objectives to cover at specific grade levels. The exceptional child education curriculum provides content and objectives parallel to the general education program, and teachers are encouraged to present instruction to parallel what the exceptional students' general education peers are learning. (JDD)

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EXCEPTIONAL CHILD EDUCATION CURRICULUM K-12: Social Studies

Volume II

History Process and Skills, Geography, Economics, Citizenship,
Political Science, Humanities, Anthropology, Sociology,
Psychology, World History

1986



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EXCEPTIONAL CHILD EDUCATION CURRICULUM K-12: SOCIAL STUDIES

VOLUME II

History Process and Skills, Geography, Economics,
Citizenship, Political Science, Humanities, Anthropology,
Sociology, Psychology, World History

1986

JEFFERSON COUNTY PUBLIC SCHOOLS

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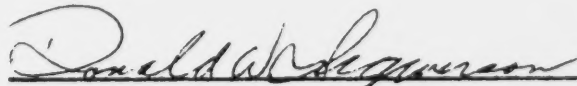
The Jefferson County Public Schools district strives with commitment to support all its students in their individual quest for excellence.

Four interrelated statements provide guidance and support to the district's staff in their efforts to achieve this worthy goal. These statements include the Jefferson County Public Schools Philosophy of Education, which promotes self-development in a free society; the Board of Education Goals, which encompass the community's educational values; the district's Program of Studies and curricular documents, which provide a common instructional focus; and the School-Based Annual Plans, which provide building-level commitments of human and material resources.

Achieving educational excellence requires a dynamic curriculum development process characterized by constant adjustment and change. This process involves a carefully planned and controlled cycle of assessment, development, and evaluation. To this end, the Department of Curriculum and Instruction has utilized assessment data, including professional staff opinion, community input, and results from the district's testing program to design guidelines for curricular documents used in the Jefferson County Public Schools.

While addressing achievement and mastery of specific skills and providing frameworks for district-wide instructional programs, these materials also provide considerable flexibility to local school staffs. These professionals know best how to teach, adapt, and enrich the curriculum as they work closely with their students.

Ultimately, the purpose of this document is to expand opportunities for school staffs to exercise their creativity and commitment in producing excellence among our students.



Donald W. Ingwerson, Superintendent
Jefferson County Public Schools

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PURPOSE AND USE OF THIS GUIDE

The purpose of the Exceptional Child Education Curriculum K-12: Social Studies, Volume II is to facilitate teaching and, therefore, learning by providing a foundation of information and skills to be presented. The curriculum guide provides a framework of instruction for the exceptional learner. Each learner's specific needs should determine the curricular strands needed for successful progress. Activities, materials, and resources suggested to teach the steps of each objective are provided, but neither they nor the objectives themselves are intended to be the total learning experience for any student. Rather, the guide should be viewed as a point of origin for instruction with embellishments and refinements to be added by each teacher of Exceptional Child Education (ECE) programs. Teachers will use the information within this guide to provide a consistent district-wide structure to teaching students with special needs. However, each teacher's unique instructional style, and the documented needs of students, will contribute to the creation of a total environment conducive to learning.

The sequence in which skills are addressed and the amount of time devoted to an area will vary according to the needs of individual students and the goals established on the Individual Education Programs. Whenever possible, however, it is recommended that units of study in such content areas as science and social studies follow the general scope and sequence of the Regular Program. ECE teachers are also strongly encouraged to use general education curriculum guides and textbooks as instructional resource materials.

Each subject within the Exceptional Child Education curriculum has been arranged in a format comparable to the subjects in the general education curriculum. Identifying phrases listing the subject, strand, and learning along with key vocabulary words and major objectives are printed on the left page. Major steps in the task analysis of each objective are listed while activities, materials, and resources for each step (or in some cases, for each objective) are aligned on the right page.

Grade levels are recommended for student materials: E--Elementary School, M--Middle School, and H--High School. Teacher materials are coded as T. Teacher materials appropriate to only certain age students are dually coded, e.g., (T, E, M) indicates material appropriate for use by a teacher who is working with elementary or middle school students.

The writing committee had the following concepts in mind when developing Exceptional Child Education Curriculum K-12: Social Studies, Volume II:

Students need to be knowledgeable of local geography and history in order to bridge concepts to be covered in the World History strand.
Social studies can be very exciting to students who participate in activities which are interesting and relevant to their daily lives.

The guide for Exceptional Child Education Curriculum K-12: Social Studies, Volume II is designed to provide the following:

Objectives which parallel, as nearly as possible, the general education social studies course content and curriculum,

Objectives addressing social studies requirements for graduation at the high school level, and

Directions for the teacher regarding concepts/principles/skills which should be covered in the instruction of social studies.

The instructional activities and materials suggested are designed to--

Assist teachers in becoming more proficient in the instruction of such areas as geography, citizenship, and world history,

Make social studies concepts/principles more meaningful to students,

Increase student interest/excitement/imagination through active involvement in reenactments, simulations, documentaries, and other hands-on activities, and

Provide student's with information to assist them while discussing historical concepts or events (past or current) with their non-handicapped peers.

The ECE social studies curriculum serves as a frame of reference for the teacher implementing a social studies program to meet the needs of students in his/her classroom. It is not all-inclusive nor is it, at this point, complete. Teachers using the guide are encouraged to send suggestions for modification to the coordinator of Exceptional Child Instructional Services at the Durrett Education Center.

Note:

It is recommended that teachers acquire copies of commercial materials/kits recommended in the materials section of this guide to preview for possible purchasing. ECE units could pool allotted money to purchase material for total ECE student/teacher school use. Contact should be made with personnel of the district media center or area ECE media centers to inquire about materials listed for initial previewing purposes.

SCOPE AND SEQUENCE

The purposes of the Scope and Sequence chart are to--

List content areas (learnings) covered in Exceptional Child Education Curriculum K-12: Social Studies, Volume II,

Parallel ECE social studies learnings as nearly as possible to general education social studies learnings,

Indicate grade levels in which specific ECE learnings are addressed in the general education social studies program, and

Assist ECE teachers in determining which objectives to cover at specific grade levels.

It is important to note that the ECE social studies learnings are not designated by grade levels but are so designed that the teacher, based on assessment data and the scope and sequence of the general education curriculum, can extract specific learnings to address student needs. In a content area such as social studies, ECE teachers should present instruction on those learnings which parallel the topics presented in the general education program for students at that grade level. For example, the general education continuum lists Kentucky history as a content area to be introduced at the fourth grade. The ECE curriculum provides parallel content for students on the same subject matter as well as objectives for the teacher of the history of Louisville. Using this approach, ECE students can become conversant on related topics with their general education peers as they interact in daily experiences, e.g., on the school bus, in the halls or cafeteria, and at home.

ECE teachers must use professional judgment in selecting instructional objectives for each student or class. Some of the task analyses and activities in this guide have intentionally been written for grade levels lower or higher than the grade levels where that content is covered in the general education program. This applicability to a wider grade span allows the ECE teacher to introduce important concepts sooner or to reinforce them longer than is done in the general education program.

ECE teachers will find the Scope and Sequence chart useful in the following ways:

To find the grade level at which specific social studies learnings are covered in the general education program,

To prepare ECE students for successful mainstream experiences in general education social studies programs, and/or

To prepare students for exiting to full-time placement in the general education program.

The ECE social studies curriculum also addresses the content of ECE social studies courses offered at the high school level. These courses are listed in the JCPS' Secondary School Program and Course Descriptions. One such course which is addressed in Volume II is W or Q 2__S (Functional Social Studies II).

ECE: Introduction to Social Studies W or Q 2 ____ S is a survey course which exposes the student to various disciplines within the social studies field. Units of study include sociology, psychology, anthropology, political science, humanities, world history, and geography.

ECE teachers are encouraged to--

Acquire copies of the general education Social Studies Skills Continuum K-12 and curriculum guides to use as reference/teaching materials in their social studies programs,

Use general education adopted textbooks for personal or student reference where appropriate,

Provide hands-on experiences as opposed to duplicated work sheet activities,

Work with general education teachers in planning related social studies activities, e.g., field trips, speakers, dramatizations,

Pool monies allotted for ECE units to purchase recommended materials/kits/media/software for use by the entire ECE staffs of individual schools (the materials column in this guide provides an excellent source of suggested items for teachers to purchase with unit monies), and

Share the ECE social studies guides with general education teachers who work with mainstreamed ECE students or low-achieving general education students.

EXCEPTIONAL CHILD EDUCATION SOCIAL STUDIES SCOPE AND SEQUENCE
VOLUME II

ECE CONTENT AREAS (Learnings)	GENERAL EDUCATION GRADE LEVELS WHERE LEARNINGS ARE PRESENTED													
	Kinder- garten	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.	
1. HISTORY PROCESS AND SKILLS														
Calendar	X	X	X	X	X	X	X	X	X	X	X	X	X	
Chronology	X	X	X	X	X	X	X	X	X	X	X	X	X	
Cause and Effect	X	X	X	X	X	X	X	X	X	X	X	X	X	
Current Events	X	X	X	X	X	X	X	X	X	X	X	X	X	
Oral History		X	X	X	X	X	X	X	X	X	X	X	X	
Biographical Sketch		X	X	X	X	X	X	X	X	X	X	X	X	
2. GEOGRAPHY														
Personal Geography	X	X	X	X	X	X	X	X	X	X	X	X	X	
Climate/Directionality	X	X	X	X	X	X	X	X	X	X	X	X	X	
Population	X	X	X	X	X	X	X	X	X	X	X	X	X	
Natural Resources		X	X	X	X	X	X	X	X	X	X	X	X	
Globes	X	X	X	X	X	X	X	X	X	X	X	X	X	
Maps	X	X	X	X	X	X	X	X	X	X	X	X	X	
Atlas			X	X	X	X	X	X	X	X	X	X	X	
Topography		X	X	X	X	X	X	X	X	X	X	X	X	
3. ECONOMICS														
Charts and Graphs		X	X	X	X	X	X	X	X	X	X	X	X	
Maps	X	X	X	X	X	X	X	X	X	X	X	X	X	
Work/Leisure Activities	X	X	X	X	X	X	X	X	X	X	X	X	X	
Resources	X	X	X	X	X	X	X	X	X	X	X	X	X	
Money		X	X	X	X	X	X	X	X	X	X	X	X	
Supply and Demand			X	X	X	X	X	X	X	X	X	X	X	
Transportation	X	X	X	X	X	X	X	X	X	X	X	X	X	
Marketing		X	X	X	X	X	X	X	X	X	X	X	X	
Economic Systems				X	X	X	X	X	X	X	X	X	X	
Taxation				X	X	X	X	X	X	X	X	X	X	
Labor Relations						X	X	X	X	X	X	X	X	
4. CITIZENSHIP														
Community Awareness	X	X	X	X	X	X	X	X	X	X	X	X	X	
Civic Involvement	X	X	X	X	X	X	X	X	X	X	X	X	X	
Civic Responsibilities	X	X	X	X	X	X	X	X	X	X	X	X	X	
Voting	X	X	X	X	X	X	X	X	X	X	X	X	X	
Legal Rights	X	X	X	X	X	X	X	X	X	X	X	X	X	
Laws	X	X	X	X	X	X	X	X	X	X	X	X	X	
Patriotism	X	X	X	X	X	X	X	X	X	X	X	X	X	
5. POLITICAL SCIENCE														
Rules and Regulations	X	X	X	X	X	X	X	X	X	X	X	X	X	
Customs	X	X	X	X	X	X	X	X	X	X	X	X	X	
Laws	X	X	X	X	X	X	X	X	X	X	X	X	X	
Political Structure					X	X	X	X	X	X	X	X	X	
Political Parties						X	X	X	X	X	X	X	X	
Citizenship	X	X	X	X	X	X	X	X	X	X	X	X	X	
6. HUMANITIES														
Arts	X	X	X	X	X	X	X	X	X	X	X	X	X	
Languages				X	X	X	X	X	X	X	X	X	X	
Philosophy						X	X	X	X	X	X	X	X	
Religions				X	X	X	X	X	X	X	X	X	X	

EXCEPTIONAL CHILD EDUCATION SOCIAL STUDIES SCOPE AND SEQUENCE
VOLUME II

ECE CONTENT AREAS (Learnings)	GENERAL EDUCATION GRADE LEVELS WHERE LEARNINGS ARE PRESENTED												
	Kinder- garten	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
7. ANTHROPOLOGY													
Branches of Anthropology							X	X	X	X	X	X	X
8. SOCIOLOGY													
Cultural	X	X	X	X	X	X	X	X	X	X	X	X	X
Cultural Change				X	X	X	X	X	X	X	X	X	X
Cultural Values		X	X	X	X	X	X	X	X	X	X	X	X
Social Norms		X	X	X	X	X	X	X	X	X	X	X	X
Deviant Behavior		X	X	X	X	X	X	X	X	X	X	X	X
Family	X	X	X	X	X	X	X	X	X	X	X	X	X
Community		X	X	X	X	X	X	X	X	X	X	X	X
Environment	X	X	X	X	X	X	X	X	X	X	X	X	X
Adolescence							X	X	X	X	X	X	X
Adulthood							X	X	X	X	X	X	X
Minorities				X	X	X	X	X	X	X	X	X	X
Women's Rights Movement						X	X	X	X	X	X	X	X
Change of Cultural Roles						X	X	X	X	X	X	X	X
Social Institutions	X	X	X	X	X	X	X	X	X	X	X	X	X
Social Problems				X	X	X	X	X	X	X	X	X	X
Population/Ecology			X	X	X	X	X	X	X	X	X	X	X
9. PSYCHOLOGY													
Behavior	X	X	X	X	X	X	X	X	X	X	X	X	X
Personality	X	X	X	X	X	X	X	X	X	X	X	X	X
Attitudes	X	X	X	X	X	X	X	X	X	X	X	X	X
Values	X	X	X	X	X	X	X	X	X	X	X	X	X
Prejudice	X	X	X	X	X	X	X	X	X	X	X	X	X
Stereotypes	X	X	X	X	X	X	X	X	X	X	X	X	X
Heritage	X	X	X	X	X	X	X	X	X	X	X	X	X
Self	X	X	X	X	X	X	X	X	X	X	X	X	X
Roles	X	X	X	X	X	X	X	X	X	X	X	X	X
Communication	X	X	X	X	X	X	X	X	X	X	X	X	X
10. WORLD HISTORY													
Prehistory							X				X	X	X
Ancient Egypt							X				X		X
Other Ancient Near Eastern Nations							X				X		X
Ancient Greece							X				X		X
Ancient Rome							X				X		X
Ancient Japan							X	X		X	X		X
Ancient China							X			X			X
Ancient India							X			X			X
Ancient Africa							X			X			X
Ancient American Civilizations							X		X	X	X	X	X
Middle Ages							X				X		X
Renaissance Period							X				X		X
Reformation Period									X		X	X	X
Scientific Revolution									X		X	X	X
Exploration/Colonization					X	X			X	X	X	X	X

EXCEPTIONAL CHILD EDUCATION SOCIAL STUDIES SCOPE AND SEQUENCE
VOLUME II

ECE CONTENT AREAS (Learnings)	GENERAL EDUCATION GRADE LEVELS WHERE LEARNINGS ARE PRESENTED												
	Kinder- garten	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
French Revolution											X	X	
Napoleonic Era											X	X	
Industrial Revolution						X			X		X	X	X
Imperialism						X		X	X	X	X	X	X
World War I											X	X	
World War II											X	X	
Cold War											X	X	
Middle East							X	X	X	X	X	X	X
Latin America							X	X	X	X	X	X	X
Third World Countries								X		X	X	X	X
World Problems								X		X	X	X	X

OBJECTIVES

Knows the purpose of a calendar.

Uses a calendar to locate data.

Uses a calendar to describe time relationships (past, present, future).

Sequences a series of everyday events.

Places local/state events in chronological order.

Describes major national/international events in proper sequence or chronological order.

Recognizes the relationship between cause and effect.

Answers questions related to effects of given causes and to causes for given effects.

Describes how awareness of the cause/effect relationship can enable predictions (e.g., weather, economics).

Verbalizes current events in own life.

Discusses local current events.

Discusses national/international current events in relation to historical events.

Identifies the purpose of an oral history.

Demonstrates interview techniques.

Conducts an oral history interview.

States the purpose of a biographical sketch.

Lists major topics that should be addressed in a biographical sketch.

Prepares a biographical sketch.

HISTORY PROCESS AND SKILLS

STRAND History Process and Skills

LEARNING Calendar

VOCABULARY: calendar, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December, day, dates, week, month, year, decade, century, past, present, future, millennium

OBJECTIVE

TASK ANALYSIS

Knows the purpose of a calendar.

1. Identifies the term calendar.
2. Tells the origin of our calendar.
3. Tells the uses of a calendar.

Uses a calendar to locate data.

1. Tells data given on calendar.
2. Locates specific data.

ACTIVITIES	MATERIALS
Provide students with a calendar, and have them point to items as they are named (e.g., month, year, date) by the teacher.	Calendars (teacher- or student-made)
Have students make calendars for a specific projected year, e.g., the upcoming calendar year or school year.	Jefferson County Public Schools. <u>Social Studies 010: The Family and the School Community.</u> Louisville, KY: Jefferson County Public Schools, 1984, Unit III, "Calendar Review." (E)
Have students add all necessary information such as dates, days of the week, and months. Have students acquire information from the library or other sources to fill in holidays, birthdates, and other teacher-specified information.	
Have students name the days of the week and months of the year using calendars.	

STRAND History Process and Skills

LEARNING Calendar

VOCABULARY: calendar, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December, day, dates, week, month, year, decade, century, past, present, future, millennium

OBJECTIVE

TASK ANALYSIS

Uses a calendar to describe time relationships (past, present, future).

1. Determines lengths of time between specific dates.

2. Uses indefinite time concepts.

ACTIVITIES	MATERIALS
------------	-----------

Ask students to determine the number of days from the present date until their birthday, Christmas, or other holidays or events.

Have students write a story using words such as decade, century, past, present, future, and millennium.

Ask students to tell whether dates given to them by the teacher are past or future, e.g., 1901, 2001, 1983.

Have students make a chart with headings of present, past, and future. Ask students to add any of their own dates to the appropriate categories.

STRAND History Process and Skills

LEARNING Chronology

VOCABULARY: local, state, national, international, first, last, hour, day,
week, month, year, chronology, sequence, event

OBJECTIVE	TASK ANALYSIS
Sequences a series of everyday events.	1. Uses time concepts in verbal statements. 2. Arranges personal experiences in a sequence.
Places local/state events in chronological order.	1. Names state holidays/special events. 2. Uses a calendar to denote events in their chronological order.

ACTIVITIES	MATERIALS
------------	-----------

Have students discuss and chart the sequence of activities of a day, e.g., 6:00 a.m. waking up, 6:10 a.m. dressing.

Discuss with the students events that occur during a year according to month (e.g., Jan. - Martin Luther King's birthday, Feb. - Lincoln's and Washington's birthdays, Mar. - St. Patrick's Day).

Discuss with the students holidays and how they are celebrated, e.g., parades, parties, family gatherings. Have students give the order in which holidays occur. Have students list local/state special events in the order in which they occur.

STRAND History Process and Skills

LEARNING Chronology

VOCABULARY: local, state, national, international, first, last, hour, day,
week, month, year, chronology, sequence, event

OBJECTIVE

TASK ANALYSIS

Describes major national/inter-
national events in proper sequence
or chronological order.

1. Names major national/inter-
national events.
2. Compares dates of major national,
international, and local events.

ACTIVITIES	MATERIALS
Have students name recent/past national/international events. Have students research events and report information to the class. Ask other class members to tell what happened, giving the proper sequence or chronological order, e.g., War in Lebanon, Feb. 1984, Shuttle launchings, marriage of Prince Charles and Lady Diana.	
Have students determine major national/international events which coincide or coincided with dates of local/state events.	
Have each student make a time-line chart showing each month of the current year. Under each month, have the student enter significant events that happened that month at the personal, local, state, national, and world levels. Use newspapers and current events magazines to locate most of the items. Discuss with students events that are scheduled ahead that can be added to their charts; can they make any predictions at the different levels?	

STRAND History Process and Skills

LEARNING Cause and Effect

VOCABULARY: cause, effect, prediction, relationship, actions, outcome,
results, why, when, how, fortune tellers, astrologers, scientific
reason, observation

OBJECTIVE	TASK ANALYSIS
Recognizes the relationship between cause and effect.	1. Defines <u>cause of an action</u>. 2. Defines <u>effect of an action</u>.
Answers questions related to effects of given causes and to causes for given effects.	1. Identifies cause and effect relationships within given situations. 2. Describes causes and effects that have occurred in history, e.g., incorrect farming/food storage practices coupled with drought lead to famine. 3. Recognizes when a cause and effect relationship does not truly exist within a given situation.

ACTIVITIES	MATERIALS
Discuss events and the circumstances (causes) which bring about results (effects) which occur in students' daily lives, e.g., alarm goes off, student gets up to prepare for school.	
Relate cause and effect to scientific experiments and to behavioral psychology (stimulus → response).	
Read a short passage from a story to students; have them answer questions concerning why, how, where, and when something happened.	
Describe real-life situations for students to determine the cause and effect, e.g., 1982 Pan Am 727 crash near New Orleans--cause, windshear; effect, crash; use the eruption of Mt. St. Helen, invasion of Grenada, and the 1983-84 L G & E strike.	
Have students determine through research causes of death and starvation of the Ethiopian (and Chad) rural populace during 1984-85.	

STRAND History Process and Skills

LEARNING Cause and Effect

VOCABULARY: cause, effect, prediction, relationship, actions, outcome,
results, why, when, how, fortune tellers, astrologers, scientific
reason, observation

OBJECTIVE

TASK ANALYSIS

Describes how awareness of the
cause/effect relationship can enable
predictions (e.g., weather,
economics).

1. Defines prediction.
2. Makes predictions about cause/
effect relationships.

ACTIVITIES	MATERIALS
Have students to explain the meaning of "Nip a problem in the bud" and "You reap what you sow" as it relates to Ethiopian and famine and to other discussed situations. Verbalize situations and have students predict outcomes, e.g., not completing high school, going to work, not being properly dressed. Let students cite examples of predictions made in daily life, e.g., groundhog seeing its own shadow and the prediction for continued winter days; comparison of non-smokers to smokers and prediction of their health over a period of time; weather forecaster predicting weather, fortune tellers and astrologers predicting a person's future. Have students determine what methods (observation, experience, scientific reason) people use to declare in advance what the outcome of a situation will be. Have students make predictions and give reasons to support their forecastings.	

STRAND History Process and Skills

LEARNING Current Events

VOCABULARY: current, local, national, international, news, TV, radio,
magazine, newspaper

OBJECTIVE	TASK ANALYSIS
Verbalizes current events in own life.	1. Defines the concept of <u>current</u>. 2. Lists personal events in own life, e.g., date of birth, place of birth, daily activities.
Discusses local current events.	1. Describes local events. 2. Lists sources of current events information.
Discusses national/international current events in relation to historical events.	1. Describes what makes an event historical. 2. Discusses sources of information about current national/international events. 3. Relates national/international current events to past historical events.

ACTIVITIES	MATERIALS
Have students define the term <u>current</u> as it relates to current events.	
Have students trace personal history, e.g., date of birth, city, state. Work with the students to construct a bulletin board listing selected facts from each student's personal data. Identify which of these events are "current."	
Have students give daily local news reports. Visit as a class a local TV or radio station and discuss with the staff their sources of information reported daily.	Local newspapers
Have a local TV or radio newsperson to visit the classroom discuss what makes a significant news event. Have newspersons discuss current national/international locations which are presently in the news.	
Have students report on national and international events which have made the news.	
Have students relate current national/international events to historical events of past, e.g., school busing and past segregation laws; Olympics held every four years and games played in Rome of anti-quity; nation of Israel's fight for the Holy Land and biblical history.	

STRAND History Process and Skills

LEARNING Oral History

VOCABULARY: oral history, interview, spoken, written, taping, questions,
recording

OBJECTIVE	TASK ANALYSIS
Identifies the purpose of an oral history.	1. Tells what an oral history is. 2. Relates personal and family history.

Demonstrates interview techniques.	1. Describes an interview. 2. Discusses appropriate questions to use in an interview situation.
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ACTIVITIES	MATERIALS
Discusses with the class the meaning of the term <u>oral history</u> . Have students determine the purpose(s) of an oral history.	Zimmerman, William. <u>How to Tape Instant Oral Biographies</u> , New York: Guarionex Press, 1982.
Have students working in pairs give an oral history. Have each, student report to the class something about the history of his/her partner.	Lichtman, Allan J. <u>Your Family History: How to Use Oral History, Family Archives, and Public Documents to Discover Your Heritage</u> . New York: Vintage Books, 1978, Chapter 3, p. 48. (T, E, M, H) (Available in the Multi-Cultural Resource Center, Durrett Education Center)
Have students give a brief family history, either on tape or as a written report.	
Have students discuss how oral histories are related to others in non-industrialized cultures. Have students discuss the purpose and importance of oral histories in present-day societies.	Weitzman, David. <u>My Backyard History Book</u> . Boston, MA: Little Brown and Company, 1975. (E, M, H) (Available in the Multi-Cultural Resource Center, Durrett Education Center)
Explain to students how oral history interviews are conducted.	

STRAND History Process and Skills

LEARNING Oral History

VOCABULARY: oral history, interview, spoken, written, taping, questions,
recording

OBJECTIVE

TASK ANALYSIS

Conducts an oral history interview.

1. Tells how e.g., steps involved,
to conduct an oral history.
2. Conducts an oral history.

ACTIVITIES	MATERIALS
Determine with the students kinds of <u>questions which would be appropriate during oral history interviews</u> , e.g., some question of a personal nature may be appropriate for use with family members while not so with other persons.	
Invite personnel from the University of Louisville Archives to discuss and demonstrate how an oral history is conducted. Have students role play taking an oral history using a tape recorder.	University of Louisville Archives Oral History Center
Let students determine from whom they will ask permission to take an oral history, e.g., family member, churchperson, community leader, school personnel and then actually to conduct an oral history. See the work sheet on "Oral Biographies."	Tape recorders Tapes
Have students listen to oral histories made by each other to determine if factors such as important dates, places, and names have been covered.	Work Sheet, "Oral Biographies."

STRAND History Process and Skills

LEARNING Biographical Sketch

VOCABULARY: people, events, facts, diary, biographical sketch, vital, topics, outline

OBJECTIVE	TASK ANALYSIS
States the purpose of a biographical sketch.	1. Tells what the term <u>biographical</u> means. 2. Lists reasons for a biographical sketch.
Lists major topics that should be addressed in a biographical sketch.	1. Discusses the basic difference between vital and nonvital information. 2. Lists topics which should be covered in a biographical sketch.
Prepares a biographical sketch.	1. Outlines vital information. 2. Completes a biographical sketch.

ACTIVITIES	MATERIALS
Explain the meaning of the term <u>biographical</u> .	Chorzempa, Rosemary. <u>My Family Tree Workbook: Genealogy for Beginners</u> . New York: Dover Publications, Inc., 1982. (E, M)
Discuss with the students the importance of biographical sketches.	Jefferson County Public Schools. <u>Social Studies 010--The Family and School Community</u> , 1984. "Looking at Families/Family History."
Determine as a class how to surmise whether information is vital or not, e.g., does it directly relate to the subject? Is it necessary for understanding of the sentence or paragraph?	
Demonstrate for the class how to develop an outline.	
Work with the students on developing an outline for a biographical sketch.	
Have each student complete a biographical sketch.	
Have students discuss how persons of the news media construct a biographical sketch. Have students determine what information is included in a biographical article. See information on Colonel Hawk.	Information Sheet, "Colonel Louis "Hawk" Rogers of Bardstown, Kentucky."

ORAL BIOGRAPHIES

When making an oral interview for biographical information, the following information may be of help. (All of these questions need not be asked during one setting. Some questions may not be appropriate for all interviewees. Note: the teacher needs to screen your list of questions prior to an interview.

Preparation for the interview

Follow these procedures to get ready for the interview:

- Review the questions you plan to ask.
- Have pen, paper, pencil, family history sheets, or cassette tape and recorder (check batteries) ready.
- Schedule a time that is convenient with the person to be interviewed.
- Record date and your name on the paper or record during the taping.

Interview questions

What is your full name? (In interviewing a married woman ask for her maiden name as well. Don't forget middle names, also.)

Do you know what your first name means or for whom you were named?
Did you personally know this person and what was he/she like?

Does your family name have a special meaning?

When were you born?

Where were you born? (At home? In a hospital? Elsewhere?) In what city/
state/country?

What is your nationality?

Was your family name changed when your family originally came to this
city/state/country? What was it? In what language?

Who were the first family members to settle in this city/state/country?
What were their names?

What brought them here, and how did they get the money to come here?

In what city/state/country did they first arrive?

From where did they originally come? Is the name of the place different from what it is today?

Do you know any stories these persons might have told about what life was like for them before they came here?

What kind of jobs did you/your parents have when you first moved to this city/state/country?

Do you know when and where your grandparents were born? What are their full names?

Do you remember any of the stories your grandparents told you about where they came from or what life was like for them when they were younger? What are some of these stories?

Do you know where they are buried?

What were the full names of your own parents?

When and where were they born and brought up?

What were your parents like?

How did they make a living?

Did you have many aunts or uncles? What were their names and what do you remember about them?

Who were your favorite relatives and why?

Did you have any brothers or sisters? What were their names and when were they born in relationship to you?

What were your brother(s) and sister(s) like as young people? Do you remember any special or funny stories about them?

Where did you live as a child, and what was your hometown like then?

Can you tell me what life was like when you were very young and growing up? What are some of your earliest memories?

What did you look like? What were you like as a young child? Serious? Always getting into trouble? Quiet? Sad? Happy? Can you think of any stories to show the way you were? Any funny ones?

Did you have a nickname? How did you get it?

How much schooling do or did you have? What was your favorite subject? What subject did you dislike?

Did you have a favorite teacher and what was he or she like? How did he/she influence you?

Did you work as a child? What did you do?

What did you like doing most as a child?

Who were your best friends, and what did you do together?

What is the happiest memory in your childhood and when did it happen?

What was the saddest time?

What beliefs or ideals do you think your parents tried to teach you?

Who do you think influenced your life the most when you were young and in what way?

What were your teenage years like?

What goals did you have as a young person, and what goals, if any, did your family have for you?

Did you go to college and what did you study?

What led you to choose the type of work you do or did? What part of it do (did) you like the most? the least?

When did you start working, and what kinds of jobs were your first ones? What were they like and how did you feel about them?

How much money did you make?

When did you first meet your (husband, wife)? Under what circumstances?

What was he/she like when you first met? What attracted you to him/her? Or did you dislike one another at first? If so, why?

How old were both of you?

What was teen dating like during your time?

How soon after meeting did you marry?

Where did you live? Was it hard to get by? How did you make your living?

Did you serve in the armed forces during a war? Which one? Where were you stationed and what were the conditions there? How long did you serve and in what branch?

When did you have children? (Ask for the names of the children and the dates and places each was born.)

Whom was each child named after? (If children were adopted or came from other marriages, ask about the circumstances surrounding these events.)

What were the children like? How did they differ from one another?

When you think back to when the children were very young, what stories come to mind about them? How did the children change your life? How do or did you raise children to be good human beings?

Questions for family members

What do you remember about me as a child? What was I like then? Whom do I take after? Was I very different from the way I am today?

What values did you try to impart to the children--religious, moral, social, other?

If a marriage partner has died, ask about when this occurred and how. Where is the burial site?

Looking back, what do you think has been the happiest time in your life? What was the worst?

What, if any, was the turning point in your life? How did your life change after this event?

What have been the major accomplishments in your life?

What have been the biggest problems, mistakes, or adversities in your life? How did you overcome them or what did you learn from them? How did they affect your life?

If you were to give advice to me or other youth today or even to the children of future generations, what would it be?

What have you learned from life? What has been its biggest surprise?

How do you think is the best way to conduct our lives?

What do you think your strengths are? What special things do you know that you are proud of?

What are your deepest values?

What makes you happy? Sad?

What activities do you enjoy most--sports, cooking, reading, working, music, studying a certain subject, traveling? Others?

Is there a particular thought or saying or a joke or a poem or song you would like to tell, read, recite, or sing for me? I would like to hear it.

Is there a story that was told to you as a child which you would like to recall for me? If so, what is it?

Is there a family, song, story, prayer, anecdote, or a saying you would like to have us remember always? What is it? Can you say it in another language?

Looking ahead, what things do you want to accomplish in life? What are your dreams?

If you had your life to do all over again, what would you do differently?

Are there any thoughts you'd like to add?

Thank you for sharing these memories with me. I have learned much from you.

COLONEL LOUIS "HAWK" ROGERS OF BARDSTOWN, KENTUCKY¹

Seattle Slew has swept to victory in the Derby. The field has staggered to the finish in the Bourbon Open. Kentucky's perennial spring madness has peaked, and weary celebrants across the state await the approach of summer and sanity.

At the corner of Fourth and Payne Streets in Bardstown, there remains just one more occasion to celebrate, and it comes tomorrow: the 75th birthday of Colonel Louis "Hawk" Rogers, one-time chef, caterer, chauffeur, confidant of politicians in high places, aide and valet to famous personalities in Hollywood and Washington, long-time major-domo and restaurateur, all-time raconteur, mimic, kibitzer, coon hunter and host to thousands of famous, notorious, and anonymous diners over the past 35 years.

"I feel pretty good for an old man," Colonel Hawk says, by way of explaining his longevity. "I take good care of myself. I don't run around dissipatin'. You'll find me at home."

If that is sufficient to account for his tenure as a person, there remains more to be said about his interesting life and times along the way, and about the lofty reputation of the restaurant which bears his name. For in one of the oldest and most famous of Kentucky communities, known around the world for bourbon whiskey and My Old Kentucky Home, Colonel Hawk's establishment has become a landmark in its own right, and the Colonel himself is considered by his fans to be a celebrated figure and a living institution.

The restaurant is a concrete block structure with linoleum tile floors and three dining rooms accommodating 100 guests. Pots of begonias and African violets are placed generously about, and the walls are covered with evidence of the Colonel's associations and interests, past and present: autographed pictures of Happy Chandler, Everett Dirksen, Olesen and Johnson, Thomas Merton, JFK and Jackie, Louie Nunn, Marlow Cook, Julian Carroll and dozens of others; a Hugh Haynie caricature of Lyndon Johnson; a framed Kentucky Colonel string bow tie; a Rogers coat of arms; photographs of General George Patton, a string quartet, a racehorse named Civil Rights and the Bardstown baseball team of 1922.

¹John Egerton, Colonel Louis "Hawk" Rogers of Bardstown, Kentucky (Nashville, TN: May), 1977.

On the menu are 10 entrees--steaks, country ham, fried chicken, seafood, frog legs, lamb fries--and the prices, including two vegetables, hot biscuits, salad and drink, are mostly in the five- and six-dollar range. "Louis Rogers' experience in catering to the public covers almost 50 years," the bill of fare notes. "His special ability to look after your comfort and see that you enjoy your meals is well recognized and his experience includes preparing food for Senators in Washington and movie personalities in California. He is often addressed as Colonel Hawk since Governor Chandler commissioned him a Kentucky Colonel."

The commission was bestowed upon him during Chandler's first term as governor in the 1930s. The nickname--Hawk--is of earlier origin, dating from his teenage days when he was a delivery boy for a Bardstown grocery. "I worked for Monroe Hurst," he recalls, "and one day I caught some kids stealing peanuts from a barrel on the sidewalk in front of the store. I clamped the lid down on their hands, and after that everybody called me Hawk."

He was born in Bardstown in 1902, in a house across the street from his present home, which is next door to the restaurant. He was given the first name of his father, whom he never knew, and the last name of his mother, who left him to be raised "from six weeks old up to when I became a man" by his grandmother. "She had 12 or 14 kids of her own," Hawk remembers, "and the youngest, Joseph, was the same age as me. We all loved her. She was a fine person. If it hadn't been for her, I wouldn't be here. Strict, though--taught us discipline. Kids aren't raised that way now."

Part and parcel of the discipline was the work ethic, and young Louis began early, driving a neighbor lady's cow to and from pasture for 25 cents a week when he was eight years old. His mother had moved away--first to Louisville, then Indianapolis, and finally to California--and from time to time her son went to be with her, but he "kept coming back, like a homing pigeon." He quit school after the sixth grade, worked at Monroe Hurst's grocery, then at the local ice house, and after that at several of Bardstown's inns and restaurants and at My Old Kentucky Home, which at that time still belonged to the family of its builder, a former U.S. Senator and judge named John Rowan.

In 1923, Louis Rogers married America Hammonds, whom he had known since childhood, and he remembers having to "ask my grandmother and look in her family Bible to find out how old I was." "Now," he says proudly, "we've been married for 54 years."

The passage of a half-century has mellowed his recollection of what it was like to grow up black in a mostly white town in the age of segregation. To hear him tell it, he wasn't much deterred by the prevailing patterns of racial separation. "I got around," he says. "I had traveled with my mother, and worked all over this town. I made out alright."

For 15 years after he and America were married, Rogers was a waiter and cook in Bardstown, principally at a place called the Sweet Shoppe. Through his work he became acquainted with some of the community's leading citizens, one of whom was Catherine Conner, who served as Kentucky's Democratic national committeewoman.

"Her husband, Sam Conner, was in the hardware business," Hawk recalls, "and they liked me--we were friends. Mrs. Conner was in politics with Happy Chandler and Congressman Dan Talbott. After she became the Democratic party's committeewoman, she moved to Washington, and along about 1938, she asked me to come up there and look after things for her." Leaving his wife and family at home, Colonel Hawk set out for the nation's capital in Mrs. Conner's new Buick sedan.

What followed for the young black man from small-town Kentucky was a three-year adventure he remembers as "just like going to the circus." He became the manager of Mrs. Conner's residence--first a suite at the Mayflower Hotel, then a house in Georgetown--and though living himself in a rooming house on 17th Street, he had "the privilege to meet all the big boys, to move in and out among 'em, to go places you couldn't have gotten in."

He was a cook, a butler, a chauffeur, and later an independent caterer of parties and dinners, serving many of Washington's most noted figures--FBI Director J. Edgar Hoover, Postmaster General Jim Farley, Alben Barkley and Happy Chandler and some of their colleagues in the Senate, House Speaker Sam Rayburn of Texas, Vice-President John Nance Garner. Once, he did an extemporaneous song-and-dance duet at the Mayflower with Leopold Stokowski, the famous symphony conductor. "I remember the tune well," Hawk says, reciting a couple of lines:

Same dog bit you, Momma,
She done snapped at me.

The Colonel had a special fondness for Illinois Senator Everett Dirksen: "He was a fine man, one of the best. He respected people for what they were. I liked his attitude. I used to see him a lot, and we used to kid each other." Hawk has perfected an imitation of Dirksen's distinctive voice.

"Washington back then was like takin' candy from a baby," he says wistfully. "Now they tell me you're not safe on the street up there in the daytime. I'd have to see that for myself to believe it, because it just seemed like a picnic back then. It was as easy as sittin' here talkin' to you--and I got paid for being with those people."

The connections he made in Washington eventually led him into other jobs in the East. Then, while catering a Kentucky Derby party for Mrs. Conner in 1940, he met the comedy team of Olesen and Johnson, and soon after that, he went to work for them in Hollywood:

"I drove their car from Chicago to the West Coast, and then stayed with them while they made a movie, Hellzapoppin. I was Oley Olesen's valet, his wardrobe man. Met Martha Raye, Carmen Miranda, Caesar Romero. My mother lived out there then, and I got to visit her. Then Olesen and Johnson came back East to do a stage show, Sons of Fun, and I came with them. I got around, and did it all. I did more things than you could shake a stick at in 1940."

But his family was still in Bardstown, and the next year Hawk came back to stay. He built the house he now lives in, and started a neighborhood grocery, and a year or so later, he and America opened a small restaurant: "She cooked on a wood stove, and I waited tables." The law required segregation; blacks could cook for and serve whites, but not eat with them. Their customers were all white.

"I brought the stuffed baked potato to Bardstown," Colonel Hawk says, "and shrimp--they didn't know what shrimp was. We had hot biscuits made from scratch, and green beans cooked in country ham drippings, and good coffee, and the best steaks--not everybody knows how to cook a steak. I've been in food all my life. If I don't know food, don't nobody know it. You don't fool me about food."

The menu has not changed much in 35 years, but Bardstown has, and so has Hawk, and so have the restaurant's customers. For one thing, they are no longer all white. "I never said we didn't want blacks and whites in here together," Hawk maintains. "The law said that. We've always wanted anybody who would behave--and pay. We never had any trouble. Segregation was foolish, but Dirksen and them never gave a thought to it until Martin Luther King came down the road. He should be living today, to see the changes he caused. He was a nonviolent man, and he carried himself with respect. This race thing is not settled yet, though--there's still too many dumb people, white and black."

While he and America were getting their restaurant established, Hawk also worked at the local country club and ran the dining room at Nazareth College for 17 years. And at their restaurant, the stream of appreciative customers has grown steadily--governors, senators, congressmen, politicians and personalities of greater and lesser reknown, and scores of "just plain folks" from all over central Kentucky and beyond.

The late Thomas Merton used to come in occasionally from the Trappist monastery at nearby Gethsemane, and even now, Hawk smilingly identifies a small private dining room at his place as "the monk's smoker." He remembers Merton, a world-famous theologian and writer, as a "good and gentle man"--not a celebrity but one of the "just plain folks."

And Catherine Conner--a resident of Bardstown once again--often comes in for dinner and reminisces with her old friend. "I've known Hawk for over 40 years," she says. "We're the same age. He was my butler, my chauffeur, my confidant, my friend. He ran my house. He hobnobbed with the high and mighty of Washington at that time, because I did. Those were the golden days of politics--and they're gone forever."

Mrs. Conner is writing a book about those times--"a diary, really, just some true and funny things about some interesting people"--and she says Colonel Hawk will figure prominently in it.

The Colonel's restaurant is now owned and operated by his and America's son and daughter-in-law, Newman and May Rogers. (They also have a daughter, Nancy, who lives in California, and another son, Louis--also called Hawk--who works at a Bardstown garage.) The restaurant is open for dinner seven nights a week, and Colonel Hawk is always there, the unofficial host and greeter, moving from table to table, visiting with the guests, most of whom have been coming in regularly for years.

"You are a stranger here but once," says a sign just inside the entrance, and Hawk goes it one better. "Anybody who comes in the door is no stranger to me," he says. Newman and May Rogers are in command of the kitchen, and their sons, Lonnie and Keith, are the head waiters. When Lonnie's children are around, which is often, there are four generations of Rogerses on the premises. All told, Hawk and America have nearly 40 grandchildren and great-grandchildren.

The Colonel doesn't look or act his age. A trim and erect man with a self-assured manner and a deep baritone voice, he conserves his energy for the things he enjoys most--tending his dogs and flowering plants, and talking. He has six coon hounds and an Airedale in a pen and dog run next to the restaurant parking lot, and he likes to hunt with the dogs--"they treed 18 last year," he says proudly--and serve the catch at coon suppers for his friends.

As for his plants--begonias, African violets, gloxinia--they seem to flourish in his care. "My wife says I give them too much attention," he laughs, "but I tell her they need it. They can't get up and walk around like you and me. They can't take care of themselves."

Officially, Hawk is a registered, voting Democrat, but in spite of the political character of much of his clientele--or perhaps because of it--he professes to be uninterested in politics. "I never took it serious," he says. "I vote the man, not the party." Jimmy Carter, he predicts, "is gonna make a good President, if Congress will go along--and I think it's good to have a man from the South for a change."

Before the political talk turns serious, though, the Colonel shifts the tone to humor with an impromptu imitation of Everett Dirksen assessing the performance of Lyndon Johnson, or a funny tale about the drinking habits of the Washington public servants of his day.

Having survived another Derby week and another Bourbon Open, during which the dinner crowds at Colonel Hawk's are ceaseless and at times overwhelming, the Colonel is looking forward to a little peace and quiet--as soon as his 75th birthday celebration is out of the way. In a philosophical vein, he draws on the experiences of three-quarters of a century to offer two bits of sage advice--one professional, the other personal--to any who care to hear.

The professional advice has to do with the restaurant business. "Never change your menu," he says firmly. "Have your leaders--steak and potatoes, ham, and green beans, hot biscuits and good coffee--and stick to 'em. When you got a good combination workin' together, you can add on to it--but don't ever break it up."

The personal advice is straightforward and to the point, the credo of Colonel Louis "Hawk" Rogers. "Here's what counts," he says. "You've got to carry yourself with respect. Have pride and dignity. Give more than you get, and you'll come out on top."

GEOGRAPHY

OBJECTIVES

States own home address.

Knows names of community or area.

Names significant landmarks in own neighborhood.

Describes general types of climates.

Describes the climate of Louisville.

Describes impact of climate on population, products, and economy.

Knows simple directional terms.

Locates places on a map/globe when given directions.

Using directional terms to guide another person to a given location.

Defines population.

Describes the effects of increasing vs. decreasing population.

Relates population settlement in the United States to geographic characteristics of the regions.

Identifies natural resources of Louisville and Kentucky.

Describes relationships among climate, natural resources, and development of Kentucky product/industries.

Describes effects of inclement weather and improper conservation practices.

Differentiates between maps and globes.

Recognizes physical and political features on a globe.

Uses information on globes to draw conclusions.

Reads simple maps.

Locates information and directions on a map.

Uses information on maps to draw conclusions.

Identifies purposes of atlas.

Locates information in an atlas.

Uses information in an atlas to draw conclusions.

Describes various elements of topography.

Determines the topography of an area by reading a map or globe.

Describes the relationship between an area's topography and its climate.

STRAND Geography

LEARNING Personal Geography

VOCABULARY: address, residence, community, landmark, neighborhood, street,
building, business, service station, house, apartment

OBJECTIVE

TASK ANALYSIS

States own home address.

1. Describes own home.

2. Tells own address.

Knows names of community or area.

1. Tells name of community.

2. Describes how the community got
its name.

Names significant landmarks in own
neighborhood.

1. Lists landmarks of his/her
neighborhood.

2. Describes how landmarks
distinguish specific
neighborhoods.

ACTIVITIES	MATERIALS
Have students discuss the types of homes in which they live: house apartment trailer/mobile home condominium.	
Have each student give the complete address of his/her residence.	Jefferson County Public Schools. <u>Social Studies 101--Citizenship</u> , 1984.
Have students give the name of the community in which they live, e.g., Portland, Shawnee, Crescent Hill, Hurstbourne, Hikes Point, Fairdale.	
Invite community persons to class to discuss the origin of selected community names and give histories.	
Have students do research (public libraries, community persons) to gather information on the origin of their community.	
Have students name landmarks such as grocery stores, dry cleaners, parks, laundromats, and historic markers near their homes.	
Have students list other landmarks in their neighborhood which can be seen while traveling to and from school.	Jefferson County Public Schools. <u>Social Studies 200--Geography</u> , 1985.
Have students compare likenesses and differences of landmarks found in their individual neighborhoods.	

STRAND Geography

LEARNING Personal Geography

VOCABULARY: address, residence, community, landmark, neighborhood, street, building, business, service station	
OBJECTIVE	TASK ANALYSIS

Names significant landmarks in own
neighborhood. (continued)

ACTIVITIES		MATERIALS
Have students bring pictures or photos of their neighborhoods to share with the class.		
Have students make a chart listing specific positive aspects about neighborhoods. Have them determine what information is conveyed about the neighborhood by its landmarks. Have students chart the information as follows:		
<u>Neighborhood</u>	<u>Landmark</u>	<u>Information Conveyed</u>
Old Louisville	Historic homes	During the early history of this area, residents were able to spend money on large family dwellings.
Newburg	Community Center and churches	Ethnic traditions, history and community pride are transmitted through activities at churches, community, and center functions. Petersburg historic area is located in Newburg.
Crescent Hill	Louisville Water Company building and older homes	Area was selected over other city areas to erect a water treatment station. Area has homes dating back to the 1880s.
Russell	Preservation activities	Restoration work on older homes (some 100 years of age, particularly in the Chestnut Street areas of 21st-22nd Streets) conveys renewed interest in the preservation of specific areas of the neighborhood, e.g., Chestnut Street Manor.

STRAND Geography

LEARNING Climate

CRITICAL ATTRIBUTE:

VOCABULARY: climate, impact, products, economy, recreation, seasonal products, subtropical, tropical, Mediterranean, semiarid, desert, arctic, animal husbandry

OBJECTIVE	TASK ANALYSIS
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Describes general types of climates.

1. Defines climate.
2. Identifies general causes of climate.

Describes the climate of Louisville.

1. Describes the climate in Louisville.
2. Discusses causes of Louisville's climate.

Describes impact of climate on population, products, and economy.

1. Discusses the effect of climate on Louisville.
2. Determines crops and animals which are grown for food.

ACTIVITIES	MATERIALS
Have students define <u>climate</u> , e.g., average weather of an area over a period of time or an area's average monthly and yearly temperature and precipitation.	
Discuss with the class the climate Louisville has during spring, summer, winter, and fall.	
Have students research information on types of climate. Have students use world maps to tell what kind of climate prevails in specific countries.	
Invite a meteorologist to the classroom to discuss with students the causes of Louisville's climate, e.g., located in a valley, strong winds from north and south, the Ohio River winds originating in the Arctic.	
Have students search for information on causes of climate in Louisville and report findings to the class.	
Have students determine how Louisville's climate influences the kinds of recreational activities in which some people participate, e.g., swimming when it is warm, sledding during cold snowy period.	

STRAND Geography

LEARNING Climate

CRITICAL ATTRIBUTE:

VOCABULARY: climate, impact, products, economy, recreation, seasonal
products, subtropical, tropical, Mediterranean, semiarid, desert,
arctic, animal husbandry

OBJECTIVE TASK ANALYSIS

Describes impact of climate on
population, products, and economy.
(continued)

ACTIVITIES	MATERIALS
Have students determine why some Louisville/Jefferson County residents migrate to Florida and other warmer areas during winter months.	
Have students discuss the climate of Louisville as it relates to various factors, e.g., - Year-around recreation of Louisvillians - Increase of or decrease in number of residents in an area.	
Have students discuss Louisville/Jefferson County's main kinds of livestock. Ask students to relate livestock raising to the local climate.	
Discuss with students the kinds of crops (soybeans, wheat, corn, alfalfa, hay, burley tobacco) which are grown in Jefferson County because of the climate and number of days for growing.*	
Have students determine seasonal products available in Louisville.	
Have students discuss how Louisville's climate affects the local economy.	
*In 1982 Jefferson County produced 8,000 acres of soybeans, 1,000 acres of wheat, 5,500 acres of corn, 16,000 acres of alfalfa, and 11,000 acres of other crops such as burley tobacco. Wheat is planted in the fall and harvested in June-July. Tobacco is set out in April and is harvested in August-September. Soybeans and corn are planted April-July. Tomato and other crops which cannot cope with cold are planted after the last frost of year usually after Derby, whereas broccoli and other cold weather vegetables can be planted in March.	

STRAND Geography

LEARNING Directionality

CRITICAL ATTRIBUTE:

VOCABULARY: above, below left, right near, far, longitude, latitude, equator,
north, south, east, west, poles

OBJECTIVE	TASK ANALYSIS
-----------	---------------

Knows simple directional terms.

1. Demonstrates knowledge of direction.
2. Gives directions using terminology.

Locates places on a map/globe when given directions.

1. Differentiates a map/globe.
2. Defines terms:
longitude, latitude, north,
south, east, west, poles, and
equator.
3. Demonstrates knowledge of terms by using maps/globes to locate geographical places.

Uses directional terms to guide another person to a given location.

1. Uses directional terms.
2. Uses directional terms to give directions to own home.

ACTIVITIES	MATERIALS
Have students demonstrate knowledge of terms such as above/below, e.g., request that students put their pencils below their desks or above their desks.	
Have students write sentences using teacher-selected terminology.	
Have students locate places on map/globes by following verbal directions.	Globes Maps
Have each student verbally guide another student from one predetermined area of the classroom to another using terminology learned.	Corcoran, Eileen. <u>Finding Ourselves</u> . Phoenix, NY: Frank E. Richards Publishing Co., Inc., 1971.
Select students to give directions to a specific place on a map. Have the rest of the class members determine the site by using a map (could use city or state map).	Maps
Have students draw simple directional charts/maps to demonstrate a route from one area (short distance) e.g., from one area to another in the classroom or in the school; from a landmark in their neighborhood to their home, a friend's house to their house (if close), from church to home (if close).	

STRAND Geography

LEARNING Population

CRITICAL ATTRIBUTE:

VOCABULARY: economy, population, birth rate, death rate climate, geographic features

OBJECTIVE	TASK ANALYSIS
-----------	---------------

Defines population.

1. Tells meaning of term population.
2. Locates sources of information on population.

Describes the effects of increasing vs. decreasing population.

1. Describes why population increases/decreases.

ACTIVITIES	MATERIALS
Have students use a dictionary to define the term <u>population</u> as it is used in the context of this strand.	
Have students use the telephone directory to locate phone numbers of various community sources (Louisville Urban League, Louisville Area Chamber of Commerce) that can provide information on the population of Louisville and Jefferson County.	
Have students seek information about numbers of people in a certain age range living in Louisville/ Jefferson County.	
Have students discuss reasons for the increase/decrease in the Louisville/Jefferson County population, e.g., a. increase--refugees from Cambodia, Laos, Vietnam b. decrease--businesses moving to other states or closing.	
Have students determine how the following factors influence population increases/decreases: a. climate/geographic features b. pollution c. economy d. housing e. birth/death rate f. natural resources g. transportation h. war/conflicts i. labor union conflicts	

STRAND Geography

LEARNING Population

CRITICAL ATTRIBUTE:

VOCABULARY: economy, population, birth rate, death rate, climate, geographic features

OBJECTIVE	TASK ANALYSIS
-----------	---------------

Relates population settlement in the United States to geographic characteristics of the regions.

2. Discusses effect of increasing/decreasing population on local/state/national economy.
1. Lists geographic features which would influence population settlement positively/negatively.
2. Describes early settlement of the U.S. in relation to geographic regions.

ACTIVITIES	MATERIALS
j. schools of high quality (public private, college/university) k. cultural facilities (museums, theaters, zoos).	
Have students determine the effect of increasing/decreasing population on the local, state, national governmental/economic social agency operations, recreational facilities, housing available, and crime statistics.	
Have students determine why people would migrate to selected regions because of the geographic characteristics, e.g., mineral springs, soil, yearly rainfall, forestry, mountains, climate.	
Have students determine the geographic features of Louisville/Jefferson County, e.g., Ohio River, near other major cities, valley area, lots of trees, soil good for growing certain crops, plenty of grass for livestock.	
Have students locate on maps/ globes areas in which the geographic features would discourage population settlement, e.g., Antarctic, desert areas, marsh lands. Have students tell why these areas could discourage human settlement without tremendous modifications.	

STRAND Geography

LEARNING Population

CRITICAL ATTRIBUTE:

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
-----------	---------------

Relates population settlement in the United States to geographic characteristics of the regions.
(continued)

ACTIVITIES	MATERIALS
Have students pinpoint on United States maps areas which were settled prior to others. Have students determine what geographic features encouraged settlement, e.g., water, mountains, soil, trees, wildlife.	
Have students discuss less populated areas in the United States and determine why the population is low. Have students determine why certain areas are presently heavily populated, e.g., New York City, Los Angeles.	
Have students research specified heavy areas of population of the world to determine why these areas are so heavily populated. Have students determine geographic features and natural resources of these areas which do or do not help to support the population density.	

STRAND Geography

LEARNING Natural Resources

CRITICAL ATTRIBUTE:

VOCABULARY: resources, products, industry, raw, synthetic, climate, soil,
water, trees, lakes, coal, corn, tobacco, mining

OBJECTIVE	TASK ANALYSIS
Identifies natural resources of Louisville and Kentucky.	1. Defines <u>natural resources</u>. 2. Lists the natural resources of Louisville. 3. Describes the natural resources of Kentucky.
Describes relationships among climate, natural resources, and development of Kentucky product/industries.	1. Lists Kentucky's products and industries. 2. Locates sources of products and industries. 3. Discusses relationship between location of industries and natural resources and climate.

ACTIVITIES	MATERIALS
Have students identify pictures of natural resources in books or magazines.	Schwendeman, Joseph R. <u>Geography of Kentucky</u> . Lexington, KY: Kentucky Images, 1979. (JCPS adopted text)
Have students describe Louisville's natural resources: a. Ohio River, creeks b. good growing soil c. trees.	JCPS adopted texts on Kentucky history or geography. (T, E) (T-E)
Have students list the natural resources for the state of Kentucky: a. coal b. forest/woodlands c. lakes, rivers, streams d. oil	
Have students determine areas of the state which have an abundance of natural resources, e.g., eastern and western coal mining areas.	
Have students list Kentucky's agricultural/industrial products.	Films: <u>Coalminer: Frank Jackson</u> , Appalshop. 10 min. (Available from Multicultural Resource Center, Durrett)
Have students use a map of Kentucky, and place markers on areas where major products are manufactured or grown. Have students discuss how the terrain and climate have much to do with the kinds of agricultural/industrial products, e.g., Ashland and Henderson areas--oil, mountainous/hilly areas--coal, areas with good soil composition--tobacco, corn, soybeans.	<u>Coal Mining Women, Appalshop</u> , 1984. 50 minutes. (Multicultural Resource Center)
Have students determine whether terrain inhibits the industrialization of specific resources, e.g., logging of forests, mining of ore.	

STRAND Geography

LEARNING Natural Resources

CRITICAL ATTRIBUTE:

VOCABULARY: resources, products, industry, raw, synthetic, climate, soil,
water, trees, lakes, coal, corn, tobacco, mining

OBJECTIVE

TASK ANALYSIS

Describes effects of inclement
weather and improper conservation
practices.

1. Defines inclement weather and
improper conservation.
2. Discusses the effects of bad
weather and poor conservation on
agri- cultural/industrial
economy.

ACTIVITIES	MATERIALS
Have students define <u>inclement weather</u> and <u>improper conservation</u> .	
Have students determine effects of improper conservation practices, e.g., loss of valuable topsoil in strip mining, over-use of soil with little fertilization during growing season.	
Have students cite examples of long-term inappropriate farming or mining practices on the agricultural/ industrial livelihood of area residents, e.g., areas of under-developed counties, strip mining in Kentucky.	
Have students make projects to demonstrate soil erosion and wind erosion (removing top soil).	
Have students determine the effects of droughts, floods, and wind storms on the economy of an area.	

STRAND Geography

LEARNING Globes

VOCABULARY: globe, physical boundary, political boundary, topography, scale,
direction, boundaries, longitude, latitude

OBJECTIVE	TASK ANALYSIS
Differentiates between maps and globes.	1. Discusses the purpose of maps and globes. 2. Describes differences between maps and globes.
Recognizes physical and political features on a globe.	1. Differentiates between land and water on the globe. 2. Describes physical and political boundaries on the globe.
Uses information on globes to draw conclusions.	1. Determines information derived from use of longitude and latitude on a globe. 2. Draws conclusions using specific information from a globe.

ACTIVITIES	MATERIALS
Have students give distinguishing characteristics of a map (e.g., can be folded) and a globe (e.g., scale model of the world/earth).	Job, Kenneth, and Wolf, Lois. <u>Skills for Understanding Maps and Globes</u> . Chicago: Follett Publishing Company, Inc., 1976.
Have students use information from maps to help reach conclusions about location, climate, time-zones, direction, topography, and size of countries.	
Have students determine how a map and globe are alike and different.	
Have students discuss the purpose of globes with raised surface designs.	
Ask students to determine situations which would require the use of a map or a globe.	
Have students use a map or globe to locate specific information.	Maps
Have students locate bodies of water on a globe.	Kit: <u>Maps Show the Earth</u> . Nystrom, 1971. Floor map, study prints, work-books, flashcards, and cassettes
Have students use a marker to outline countries on a map.	
Have students determine physical and political boundaries on globes; have students determine when this information would be of use.	Globes

STRAND Geography

LEARNING Globes

VOCABULARY: globe, physical boundary, political boundary, topography, scale,
direction, boundaries

OBJECTIVE

TASK ANALYSIS

Uses information on globes to draw
conclusions. (continued)

ACTIVITIES	MATERIALS
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Have students determine the longitude and latitude of the U.S. and other countries on a globe.

Discuss with students climatic conditions of various countries according to their locations on the globe.

Have students describe a situation which would require the use of a globe as opposed to a map, e.g., a globe would be used to determine water areas of the world; a map would be used to find information when traveling from place to place.

Have students discuss how satellites, computers, and photographs from space as well as other technical instruments are used in the making of globes. Have students tell how the use of these devices has helped to make globes more accurate.

STRAND Geography

LEARNING Maps

CRITICAL ATTRIBUTE:

VOCABULARY: symbols, map, route, time-zone, state, city, legend

OBJECTIVE	TASK ANALYSIS
Reads simple maps.	1. Locates map symbols. 2. Points to places named. 3. Tells route to get to a location.
Locates information and directions on a map.	1. Demonstrates skill in locating a selected site on map. 2. Uses map symbols to locate information.
Uses information on maps to draw conclusions.	1. Acquires geographical conclusions from a map. 2. Draws maps to convey information.

ACTIVITIES	MATERIALS
Have students locate legends on a map.	Taubler, Maryanne. <u>Map Skills</u> . Elizabethtown, PA: Continental Press. (Work book) (E)
Have students locate railroad tracks using a map's legend.	
Have students use a road map to chart routes to specific places via streets and major highways.	Duplicating Masters: <u>Outline Maps</u> . Continental Press. (E, M, H) Fox, Bernard, <u>Map Skills</u> . Continental Press. (E, M, H)
Provide students with simple maps; ask questions concerning locations, climate zone, time zone, topography, size of city, state, country, e.g., Kansas--flat, Virginia--mountainous, Southern California (Mojave)--desert.	<u>Basic Social Studies: Geography</u> . Continental Press, 1979. (E, M) Selected Social Studies Skills, Kentucky Department of Education, 1980. (M, H)
Have students compare the size of various states using a U.S. map.	Games: <u>Americard USA</u> . International Learning Corporation, 1971. (M, H)
Have students draw a simple map of their neighborhood to include streets adjacent to their residence.	<u>American Geography Map Game</u> . Educational Materials Associates. (E, M, H)
Have students make a map, using salt and glue, showing continents of the world.	<u>Flight</u> . (A simulation of a cross-continent air race that develops map-reading and decision making skills) Inter Act P.O. Box 997C, Lakeside, CA 92040.

STRAND Geography

LEARNING Atlas

CRITICAL ATTRIBUTE:

VOCABULARY: atlas, tables, charts, bound collection of maps, book of maps

OBJECTIVE	TASK ANALYSIS
Identifies purposes of atlas.	1. Tells where an atlas can be found. 2. Gives purposes of atlas.
Locates information in an atlas.	1. Explains how to find information in an atlas. 2. Uses an atlas to find specified information.
Uses information in an atlas to draw conclusions.	1. Draws conclusions from using an atlas.

ACTIVITIES	MATERIALS
Have students locate an atlas in the school library.	Stockhaus, Stuart, ed. <u>Selected Social Studies Skills: 88 Reinforcement Lessons for Middle/Junior High School Students</u> , p. 83. Boulder, CO: ERIC Clearinghouse for Social Studies/Social Science Education, 1979; reprint ed. Frankfort, KY: Kentucky Department of Education, 1980.
Have students describe the kinds of information which can be found in an atlas, e.g., facts and figures about places, charts, maps, cities, towns.	Game: <u>U.S. Map Games</u> , DLM. (E, M, H)
Have students determine the difference between an atlas, a map, and a globe.	Activities: <u>Where I Am; Independent Map and Orientation Activities</u> , DLM. (E, M, H)
Have students locate different kinds of atlases (world atlas, atlas of United States).	
Have students tell the kinds of information which can be obtained from the use of a geographical atlas, e.g., mountains, charts, maps that show cities, towns, roads, rivers, size, and relationship of land and water areas; some show distribution of economic resources, population, type of climate, and plant life.	
Have students determine why/when an atlas would be used in their daily lives.	
Have students demonstrate using an atlas to locate specified information.	

STRAND Geography

LEARNING Atlas

CRITICAL ATTRIBUTE:

VOCABULARY: atlas, tables, charts, bound collection of maps, book of maps

OBJECTIVE

TASK ANALYSIS

Uses information in an atlas to draw
conclusions. (continued)

2. Makes an atlas.

ACTIVITIES	MATERIALS
Have teams of students list information they find on those pages specified. Give students an assignment to locate specific information in an atlas.	
Have students draw conclusions about states after looking at an atlas, e.g., distance from one state to another, climate, population.	
Have students draw maps of their neighborhood showing the topography (trees, building, etc.). Ask students to develop a key to be used with all symbols included on their maps. Have students bind all maps made to form a single book or atlas.	

STRAND Geography

LEARNING Topography

CRITICAL ATTRIBUTE:

VOCABULARY: detail, description, physical, mountains, rivers, valley, hills

OBJECTIVE	TASK ANALYSIS
Describes various elements of topography.	1. Defines <u>topography</u> . 2. Discusses "natural" and "artificial" features.
Determines the topography of an area by reading a map or globe.	1. Uses a globe to acquire specific information. 2. Tells the topography of an area by reading a map.
Describes the relationship between an area's topography and its climate.	1. Describes how an area's features affect its climate. 2. Discusses topographical changes.

ACTIVITIES	MATERIALS
Have students list the "natural" and "artificial" features of Louisville/Jefferson County/Kentucky, e.g., natural--rivers, creeks; artificial--buildings, highways.	<u>Selected Social Studies Skills</u> , p. 175. (M, H)
Have students discuss how the topography of areas is shown on globes and maps.	Software: <u>Island</u> . Simulation of three fictional islands, teaches students to identify formations, read maps, draw maps indicating longitude-latitude, explore concepts of topography, climate, directionality 1984. Apple IIe, Apple II, C. C. Publications, Tigard, Oregon.
Have students use a globe to locate deserts, mountainous regions, plains, sections, lakes, and rivers.	
Have students describe the topography of Louisville/Kentucky and surrounding states by using state maps or an atlas.	
Have students design a map showing the topography of a make-believe place. Students should also make a legend or key for reference.	
Have students determine the physical features of an area which affect its climate (e.g., abundance of trees creates coolness: lack of trees may create hot areas; mountains may create cool areas). Have students discuss features of Kentucky and why certain areas have a different climate.	
Have students discuss factors which can change the topography of area, e.g., earthquake, volcano, tornado, flood, forest fires, man-made changes. Have students determine if such changes could adversely affect the natural climate of an area.	

ECONOMICS

OBJECTIVES

Reads simple charts.

Reads simple graphs.

Records data to complete simple charts and graphs.

Draws literal and inferential information from charts and graphs.

Reads simple maps keyed to economic data/information.

Describes how maps are used to record economic information.

Uses maps and map legends to obtain economic data/information.

Identifies work/leisure information from pictures.

Identifies cost factors connected with specific work/leisure activities.

Describes how economic conditions affect work/leisure activities.

Differentiates between natural and human-made resources.

Describes limited and unlimited resources.

Identifies natural and human-made resources on which local, state, and national economics are dependent.

Identifies the uses money.

Identifies types of money.

Describes factors that affect the supply of money in circulation.

Distinguishes between wants and needs.

Distinguishes between workers who provide services and those who produce goods.

Describes how supply and demand cause economic change.

Describes different methods of transporting goods.

Describes advantages and disadvantages of various means of transporting products.

Describes the impact of transportation on economic conditions.

Lists different means of marketing.

Describes advantages and disadvantages of different marketing methods for the buyer and seller.

Describes the relationship between marketing activities and the costs of goods and services.

Describes capitalism.

Describes socialism.

Describes communism.

Describes various potential impacts of capitalism, socialism, and communism on individual living standards.

Describes the purpose of taxes.

Lists types of taxes.

Discusses the relationship between the level of taxation and the level of services provided.

Differentiates between labor and management.

Describes management styles/practices.

Describes the impact of labor unions on personal and national economic conditions.

STRAND Economics

LEARNING Charts and Graphs

VOCABULARY: chart, graph, circle, bar, flow, organization, pie, statistics,
data, table, row, literal, inferred

OBJECTIVE	TASK ANALYSIS
Reads simple charts.	1. Tells the general or basic purpose/use of a chart. 2. Conveys information from simple charts.

ACTIVITIES

Discuss with the students the basic purpose(s) of charts, e.g., charts make information easy to find, to read, and to understand; charts limit the need to write information out in full. (This is also true of graphs.)

Demonstrate to the class how charts can be used to show what something is made of, how something works, how to find things, how to do things, and/or how to make things.

Have students name and locate in their texts various kinds of charts, e.g., list, table, drawing, diagram, flow chart, organization chart.

Duplicate a simple chart and have students read information from the chart.

Example:

MATERIALS

Filmstrip:

Introducing Graphs. BFA Educational Media, 1975. (4 filmstrips with cassettes).

Duplicative Masters/Cassettes:

Graphs and Charts Skills Box. Troll Associates, 1978. (E, M, H)
(Available from JCPS Educational Media Center, Durrett)

Selected Social Studies Skills, reprinted. Kentucky Department of Education, 1980.

Computer Use Schedule

Date	Students	Time	
		In-Out	Computer
5/27	Millie & Fred	8-9	J
" "	Alonzo & Latonya	9-10	K
" "	Charles & Joe	10-11	J
" "	Bill & John	11-12	K
" "	Susie & Tillie	11-12	T
5/28	Tonisha & Tara	8-9	J
" "	Roy & Jacque	8-9	K
" "	Jan & Marilyn	10-11	T
" "	Harry & Juan	10-11	K
" "	Barbara & Betty	10-11	J
" "	Ruth & Virginia	11-12	T

STRAND Economics

LEARNING Charts and Graphs

VOCABULARY: chart, graph, circle, bar, flow, organization, pie, statistics,
data, table, row, literal, inferred

OBJECTIVE

TASK ANALYSIS

Reads simple graphs.

1. Defines graph.
2. Names different kinds of graphs.
3. Describes kinds of information
graphs show.
4. Finds specific information
recorded on simple teacher-
selected graphs.

ACTIVITIES

MATERIALS

Explain that a graph is a specific kind of chart wherein information is recorded on two axes. Show graph paper.

Have students name different graphs, e.g., line, bar, pictograph, circle and locate graphs in their textbooks.

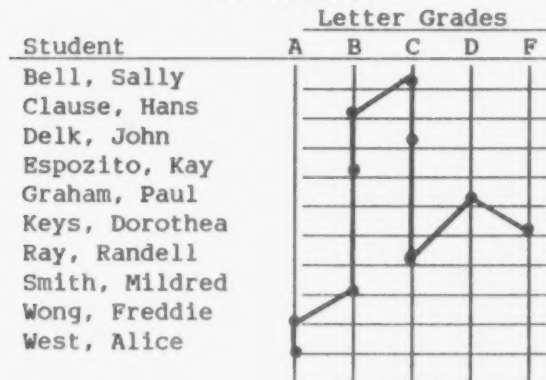
Have students tell what kind of information is recorded on graphs, e.g., amounts, populations.

Discuss with the students how graphs are used, e.g., to show statistics, number facts, profile.

Example:

GRADES IN SCIENCE

1st Semester



STRAND Economics

LEARNING Charts and Graphs

VOCABULARY: chart, graph, circle, bar, flow, organization, pie, statistics
data, table, row, literal, inferred

OBJECTIVE	TASK ANALYSIS
Records data to complete simple charts and graphs.	1. Collects data to record on a simple chart or graph. 2. Records data on charts or graphs.

COURSE Social Studies

ACTIVITIES

MATERIALS

Have students collect data to make charts and graphs, e.g., students' birth dates/days which occur during the year; number of days which were rainy, cloudy, cold for a week; number of students by grade.

Have students make charts/graphs using information collected.

STRAND Economics

LEARNING Charts and Graphs

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Draws literal and inferential information from charts and graphs.	1. Defines the terms <u>literal</u> and <u>inferred</u>. 2. Determines literal information from simple charts and graphs. 3. Determines inferential information from charts and graphs.

ACTIVITIES

MATERIALS

Duplicate the simple graph below and have students fill in the information needed to complete the graph.

CHART

Distances between Louisville and other cities in Kentucky	<u>L</u> Louisville	<u>B</u> Bardstown	<u>F</u> Frankfort	<u>L</u> Lexington	<u>BG</u> Bowling Green
Louisville		43	45	75	113
Bardstown	43				
Frankfort	45				
Lexington	75				
Bowling Green	113				

Have students determine mileage information from graphs, e.g., how far Louisville is from Bardstown, KY?

Use the example of the Grades in Science 1st semester graph (previously presented) and have students make inferences, e.g., seven students studied lessons well, making good grades the entire semester while two students didn't concentrate on studying (this may or may not be true); the class work must have been easy for so many students to pass; perhaps the girls studied harder than the boys.

STRAND Economics

LEARNING Maps

VOCABULARY: maps, legends, rural, urban, populations, political, industrial, agricultural, scale, distance, time

OBJECTIVE	TASK ANALYSIS
Reads simple maps keyed to economic data/information.	1. Names kinds of maps used to give economic information. 2. Locates keys/legends on maps and applies the symbols.
Describes how maps are used to record economic information.	1. Lists kinds of economic information which would be placed on a map. 2. Discusses reasons why economic maps are constructed.
Uses maps and map legends to obtain economic data/information.	1. Locates several maps which provide different types of data (e.g., land usage, rainfall, population) about the same geographic area (e.g., North America). 2. Applies data on maps to draw conclusions and/or make predictions.

ACTIVITIES	MATERIALS
Provide students with examples of land usage, population, and political maps.	Abramowitz, Jack, and Job, Kenneth. <u>Civilizations of the Past: Peoples and Cultures</u> . TE, Cleveland, OH: Modern Curriculum Press, 1981, pp. 6-9.
Have students print keys/legends on maps and tell how symbols are used to draw extract from maps.	Engelbrecht, Victor. <u>Developing Map Skills</u> , Books 1 and 2. Hayes School Publishers, 1978. (duplicating book) (E, M)
Have students determine the functions of specific maps, e.g., land usage maps show how an area is used in farming, industrial, grazing, forest, and non-productive areas; population distribution maps show where people live; political maps show human-made boundaries of counties, states, and nations.	Filmstrip: <u>Map Competency</u> . Globe Book Co., 6 filmstrips with cassettes. (for slow/average students) (E, M, H)
Have students discuss the purpose(s) of specific maps and who would be most likely to use them.	
Let students, as a class project, make a large floor map of Louisville/Jefferson County. Have them indicate on the map industrial, agricultural, urban, rural areas, and other information related to the economic picture of the area. Have students make a legend on the map to indicate information included; map should also include direction: <u>N</u> , <u>S</u> , <u>E</u> , and <u>W</u> . (Use durable materials to make the map so that students can walk on it.)	

STRAND Economics

LEARNING Work/Leisure Activities

VOCABULARY: work, leisure, economic conditions, insurance, inflation,
interest, equipment, clothing, safety, transportation

OBJECTIVE	TASK ANALYSIS
Identifies work/leisure information from pictures.	1. Identifies work information from pictures. 2. Discusses leisure activities from pictures presented. 3. Discusses how the same activity (e.g., gardening, tennis) could be either work or leisure.
Identifies cost factors connected with specific work/leisure activities.	1. Names work/leisure activities of interest to him/her. 2. Discusses cost factors connected with specific work/leisure activities.

ACTIVITIES	MATERIALS
Provide appropriate pictures and have students view the pictures to tell what type of work is being performed; note that indicators may be types of clothing, types of equipment, transportation used, and environment. Have students discuss leisure activities depicted in the pictures. Ask students to tell why the specific leisure activity was appropriate for the setting. Have students determine the work activities they are interested in and have each to determine cost factors involved. Have students present this information to others by completing a chart or poster. Ask students to discuss the following topics as each relates to work activities: a. special clothing b. special equipment c. insurance d. transportation. Have students make posters showing how much money it would cost initially and to maintain insurance coverages for work/leisure equipment used, e.g., car, snowmobile, boat.	Teacher-selected pictures

STRAND Economics

LEARNING Work/Leisure Activities

VOCABULARY: work, leisure, economic conditions, insurance, inflation,
interest, equipment, clothing, safety, transportation

OBJECTIVE

TASK ANALYSIS

Identifies cost factors connected
with specific work/leisure
activities. (continued)

Describes how economic conditions
affect work/leisure activities.

1. Discusses how economic
conditions affect work/leisure
activities.
2. Discusses the current economic
condition in Louisville/
Jefferson County and the
effect(s) on work/leisure
activity.

ACTIVITIES	MATERIALS
Have students make a chart showing cost factors for specific leisure activities. Examples:	
tennis	
hiking	
swimming	
watching TV	
roasting hot dogs at home	
camping.	
Have students determine why the following factors would affect work/leisure activities:	
a. inflation	
b. employment	
c. interest rates	
d. income.	
Have personnel from the Kentucky State Employment Office visit the classroom to discuss the effects of the economy on work activity.	
Have personnel from local department stores, car dealerships, liquor shops, AAA, cinemas, and air lines to discuss the effect of the economy on leisure activities.	
Have students form a panel to discuss the effects of the economy on work/leisure activity.	

STRAND Economics

LEARNING Resources

VOCABULARY: limited resources, natural resources, unlimited resources, oil, water, coal, solar, nuclear, raw materials, manufactured goods, natural and nuclear waste, pollution, acid rain

OBJECTIVE	TASK ANALYSIS
Differentiates between natural and human-made resources.	1. Describes natural resources. 2. Describes human-made resources. 3. Differentiates between natural and human-made resources.
Describes limited and unlimited resources.	1. Discusses limited resources. 2. Discusses unlimited resources. 3. Compares limited and unlimited resources.

ACTIVITIES	MATERIALS
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Have students make two charts (or collages) which list (or depict) natural resources vs. human-made resources.

Example:

Natural Resources	Human-Made Resource
wood	formica
rubber	polyurethane foam
wood	paper
sand	glass

Have students discuss the differences between natural and human-made resources and how natural resources are used to make human-made resources.

Give students pre-selected pictures of unlimited and limited resources. Have students label pictures as limited (LR) or unlimited (UR), e.g., solar heat, trees, plastic, water, air, coal, gold, salt.

Have students discuss reasons why some resources are considered to be limited, e.g., when they get used up, they cannot be replaced (gold, oil, animal species); and why others would be considered unlimited, e.g., some resources will probably always be there (solar energy, air, water, soil).

STRAND Economics

LEARNING Resources

VOCABULARY: limited resources, natural resources, unlimited resources, oil, water, coal, solar, nuclear, raw materials, manufactured goods, natural and nuclear waste, pollution, acid rain

OBJECTIVE	TASK ANALYSIS
Identifies natural and human-made resources on which local, state, and national economics are dependent.	1. Lists natural and human-made resources on which local economics are dependent. 2. Lists natural and human-made resources on which state economics are dependent. 3. Lists natural and human-made resources on which national economics are dependent.

ACTIVITIES	MATERIALS
Invite personnel from the Chamber of Commerce to discuss with the students natural and human-made resources utilized in the local, state, and national economics, e.g.,	
<u>Natural Resources</u>	
1. Water - travel/recreation - shipment of goods - source of food	
2. Crops - food for humans/animals - grain and fruit to make alcoholic beverages - lumber to make paper - cotton to make cloth	
<u>Human-Made Resources</u>	
1. Concrete/cement for sidewalks/driveways	
2. Electricity	

STRAND Economics

LEARNING Money

VOCABULARY: money, supply, circulation, dollar, coins, barter, purchase, currency, exchange, gold, silver, copper, paper, credit card, check

OBJECTIVE	TASK ANALYSIS
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Identifies the uses of money.

1. Defines money and currency.
2. Discusses the uses of money.

Identifies types of money.

1. Lists types of money.
2. Discusses the historical development of the use of paper money and coins as a system of exchange.

ACTIVITIES	MATERIALS
Have students tell how money is used in their daily lives. Ask students to use an encyclopedia to gather additional uses, e.g., as a medium of exchange, as a unit of account (prices of goods/services in terms of money), as a store of wealth. Discuss with students the concept of "bartering." Have students determine why this system would be difficult to use in industrial countries. Have students determine how bartering is used in developing countries and in the U.S. Provide students with tangible samples of monetary exchange, e.g., money, checks, credit cards. Have students identify each, e.g., coins, paper money, checks, credit cards. Ask individual students to research the systems of exchange used prior to that of the dollar, e.g., trade beads, cowrie shells, animals, salt. Have students trace the development of coins (from Lydia - 500 B.C.) and currency (from China -1100 B.C.) to the present. Invite a guest speaker to display and discuss a coin collection.	

STRAND Economics

LEARNING Money

VOCABULARY: money, supply, circulation, dollar, coins, barter, purchase currency, exchange, gold, silver, copper, paper, credit card, check

OBJECTIVE

TASK ANALYSIS

Describes factors that affect the supply of money in circulation.

1. Discusses factors that affect the supply of money in circulation.
2. Discusses the role of the Federal Reserve system on money in circulation.

ACTIVITIES	MATERIALS
Have students determine how inflation and unemployment influence money circulation.	
Have personnel from a local bank discuss with the students how the Federal Reserve adjusts money supply by buying and selling government securities. Have the speaker(s) discuss how these activities affect jobs and the national economy in general.	
Have students research the issuing of currency by the Confederate States of America during the Civil War. Discuss the relationship between the value of money and the success of the government.	

STRAND Economics

LEARNING Supply and Demand

VOCABULARY: goods, services, wants, needs, luxury, detrimental, beneficial,
produce, provide, economy, buying, stocks, demand, supply, prices

OBJECTIVE	TASK ANALYSIS
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Distinguishes between wants and needs.

1. Describes the primary difference(s) between wants and needs.
2. Discusses how the wanting of something can be either detrimental or beneficial.

ACTIVITIES	MATERIALS
Have students make lists of necessities and of luxuries in their own lives and discuss their lists with classmates.	
Have students discuss the differences between <u>wants</u> and <u>needs</u> , e.g., wants: things you do not need but which provide satisfaction, luxuries; needs: something that you cannot live without: food, clothing, shelter; a basic requirement for the elimination of pain, fear, and discomfort.	
Discuss the differences between clothes a person needs and clothes a person wants.	
Have students discuss conflicts which arise when sacrifices are made to acquire wants over needs, e.g., using money to go to a rock concert rather than paying on a lay-away for needed clothing; stealing.	
Have students discuss how delayed gratification can be beneficial in acquiring items wanted, e.g., saving money to buy a wanted item, saving money to pay for additional education, getting a second job to be able to pay for wants.	

STRAND Economics

LEARNING Supply and Demand

VOCABULARY: goods, services, wants, needs, luxury, detrimental, beneficial,
produce, provide, economy, buying, stocks, demand, supply, prices

OBJECTIVE

TASK ANALYSIS

Distinguishes between workers who provide services and those who produce goods.

1. Discusses differences in goods and services.
2. Compares the local jobs of workers who produce goods vs. those who provide services.

Describes how supply and demand cause economic change.

1. Discusses how supply and demand cause economic change.
2. Discusses items/services which are/are not in demand in Louisville.

ACTIVITIES	MATERIALS
Have students make a chart demonstrating goods vs. services, e.g., goods are the things you can buy, such as food, clothing, soap, and books vs. services which are activities that people do for you which you pay for, such as medical care, car repair, plumbing.	
Discuss with the class ways in specific jobs which providing goods and service are affected by supply and demand (e.g., when the economy is good, people buy new cars; when economy is bad, people have old cars repaired).	
Discuss with students the following statements: a. If there is a large supply of a product, prices will fall; unemployment will rise. b. If there is a demand for a product, prices will rise; employment will increase.	
Cite examples of price fluctuations caused by supply and demand on a national/international basis: oil, gold, automobiles, computers, Cabbage Patch™ dolls.	
Have students list items which are/are not in demand in Louisville and describe the effect on the economy, e.g., fresh produce, construction supplies, housing, Kentucky crafts, utilities, snowmobiles, irrigation equipment.	

STRAND Economics

LEARNING Transportation

VOCABULARY: transportation, car, bus, taxi, jet, airplane, gas, truck, train,
barge, boat, petroleum, oil, fuel, refrigeration, shuttle

OBJECTIVE

TASK ANALYSIS

Describes different methods of transporting goods.

1. Discusses ways goods are transported today.
2. Discusses engineless land/water transportation of goods before the invention of engine-powered vehicles.

Describes advantages and disadvantages of various means of transporting products.

1. Names the factors that must be considered when choosing a means of transportation for goods.
2. Determines why specific products are transported by land, air, or water.

ACTIVITIES	MATERIALS
Have students determine how goods are transported in Louisville, e.g., land, water, air. Have students name vehicles used for transporting goods via the three modes indicated.	Filmstrip: <u>Transportation: A Basic Need.</u> Encyclopedia Britannica Educational Corp.
Have students research early road/highway systems, e.g., the Roman Empire built paved road systems; Chinese and Persians had inter-city dirt tracks. Have students determine the impact of roads and highway systems, e.g., greater inter-city transportation of goods, which later extended to state, national, and worldwide levels.	
Have a class discussion to develop a list of factors involved in transporting goods: weight, refrigeration, speed/time lines, cost, size, fragility, distance, and demand.	
Have students make a chart showing early forms of transportation, e.g., people carrying goods on their backs/heads, use of animals, wagons, sailboats, sledges, carts, canoes, carrying poles, travois.	
Have students describe advantages/disadvantages of transporting various products in the ways that they identified on the charts made in the previous activity.	

STRAND Economics

LEARNING Transportation

VOCABULARY: transportation, car, bus, taxi, jet, airplane, gas, truck, train,
barge, boat, petroleum, oil, fuel, refrigeration, shuttle

OBJECTIVE	TASK ANALYSIS
Describes the impact of transportation on economic conditions.	1. Describes how the cost of transportation affects the cost of product. 2. Discusses the effect of striking transportation workers on the economy.

ACTIVITIES	MATERIALS
Have students make a chart matching goods and appropriate modes of transportation.	
Have students determine why transportation rates increase, e.g., cost of fuel, cost of equipment, repair fees, increased taxes, inflation, increased salaries of transportation workers, higher insurance rates.	
Have students discuss the statement: Higher petroleum (oil, gas) prices result in higher transportation costs, and higher transportation costs result in a higher cost for goods transported. Have students determine goods consumed/used daily which would be affected by the above statement, e.g., fruit/vegetables, milk, seafood.	
Have students contact trucking firms to check regulations on weight per load for piggyback trucks.	

STRAND Economics

LEARNING Marketing

VOCABULARY: marketing, buyer, seller, advertisement, retail, wholesale,
mail order, research, television, radio, newspaper, research

OBJECTIVE

TASK ANALYSIS

Lists different means of marketing.

1. Defines marketing.
2. Discusses different means of marketing goods.

Describes advantages and disadvantages of different marketing methods for the buyer and seller.

1. Lists advantages of different marketing methods for buyer.
2. Lists disadvantages of different marketing methods for buyers.
3. Discusses the advantages/disadvantages of different marketing methods for the seller.

ACTIVITIES	MATERIALS
Have students discuss the following marketing methods: retail, whole-sale, direct advertising, door-to-door sales, mail order, and advertisement.	
Have students discuss the following advantages of marketing methods for the buyer: convenience, competitive prices, greater selection, and standardization of products.	
Have students determine disadvantages to the buyer, as they relate to marketing methods, e.g., - increased product cost because of research - inconvenience of telephone and door-to-door methods - frequent product changes - seductive advertising - "bait and switch" advertising	
Have students discuss the following to determine advantages/disadvantages of marketing methods to the seller, e.g., - greater/less profits - advertisement cost - competition - sales cost - research cost - cost of giving free items.	

STRAND Economics

LEARNING Marketing

VOCABULARY: marketing, buyer, seller, advertisement, retail, wholesale,
mail order, research, television, radio, newspaper, research

OBJECTIVE

TASK ANALYSIS

Describes the relationship between marketing activities and the costs of goods and services.

1. Discusses marketing activities that have an impact on the cost of goods.
2. Discusses the purpose of market research.

ACTIVITIES	MATERIALS
Discuss with students marketing activities engaged in by businesses (large or small) e.g., - Market research (determine probable uses of product/service) - Product development (prototypes, medical and safety factors) - Distribution (determining how the goods/services will be moved from the producer to the consumer) - Pricing (determining the price, including the mark up) - Promotion (determining the packaging, advertisement and selling of product/service) use of color to manipulate consumer preferences and behavior.	Information Sheet, "Color Influence on Consumer Preference and Behavior."
Have students establish a mock business to market a product/service. Have students to determine how they will promote the product after considering the above five marketing activities.	
Have students discuss the following processes of marketing research: - Estimating the demand for new products and services - Describing the characteristics of probable customers - Measuring potential sales - Determining how prices influence sales.	

STRAND Economics

LEARNING Marketing

VOCABULARY: marketing, buyer, seller, advertisement, retail, wholesale,
mail order, research, television, radio, newspaper, research

OBJECTIVE

TASK ANALYSIS

Describes the relationship between
marketing activities and the costs
of goods and services. (continued)

ACTIVITIES	MATERIALS
Have students establish a data-gathering system to determine the effectiveness of a product or service they develop in the classroom, e.g.,	
Gathering data (mail questionnaires, personal interviews, direct observation, telephone interviews)	
Analyzing information from data gathered	
Making marketing reports	
Testing effectiveness of current and proposed advertising	
Determining the effectiveness of a company's sales personnel	
Analyzing the public "image" of a company.	

STRAND Economics

LEARNING Economic Systems

VOCABULARY: capitalism, socialism, communism, fascism, control, private,
property, competition, profit, free-enterprise, dictatorship,
absolute rule

OBJECTIVE

TASK ANALYSIS

Describes capitalism.

1. Defines the term capitalism.
2. Names examples of capitalistic countries including the United States.

Describes socialism.

1. Defines socialism.
2. Cites examples of socialistic countries.

Describes communism.

1. Defines communism.
2. Gives examples of communistic countries.

ACTIVITIES	MATERIALS
Have students discuss the following terms as they relate to capitalism: a. extensive private ownership b. competition c. profit incentive d. individual initiative e. free enterprise f. Laissez-faire 6. management of economic resources.	Chapin. <u>American Government</u> . Teacher's Guide. New York: Holt, Rinehart and Winston Inc., 1979, Chart, p. 5.
Have students research for the names of other countries which have a capitalistic system.	
Discuss with the students how major economic enterprises, including industries and public utilities, are both owned and regulated by the government in socialistic countries.	<u>American Government Parallel Alternate Curriculum</u> . Arizona Educational Information System (teacher reference). (M, H)
Ask students to cite examples of socialistic countries and to speculate on what daily activities and life style would include if the students were in a socialistic situation.	
Discuss with the students the following characteristics of a communistic political economic system: a. extremely limited private ownership, b. property owned collectively by the people through the state.	

STRAND Economics

LEARNING Economic Systems

VOCABULARY: capitalism, socialism, communism, fascism, control, private,
property, competition, profit, free-enterprise, dictatorship,
absolute rule

OBJECTIVE	TASK ANALYSIS
Describes various potential impacts of capitalism, socialism, and communism on individual living standards.	1. Describes capitalism, socialism, and communism. 2. Describes the impact of each of these economic systems on the individual person. 3. Describes the impact of capitalism, socialism, and communism on an individual country. 4. Describes the impact of capitalism, socialism, and communism on the world.

ACTIVITIES	MATERIALS
Divide the class into three groups; assign each group one system to research; i.e., capitalism, socialism, and communism. Have groups debate the pros and cons of each economic system. Lead a class discussion on the relationship between the form of government (e.g., democracy, dictatorship, fascism, totalitarianism) and a country's economic policies. Have students skim recent issues of magazines, e.g., <u>Time</u>, <u>Newsweek</u>, and <u>U.S. News and World Reports</u> for articles which describe economic conditions and activities throughout the world. Have students share findings gleaned from the articles with classmates. Have students discuss these questions: Is fascism an economic or political system? Is fascism still operating today? What is the relationship of Marxism to communism? Are there marxist governments today, e.g., Ethiopia?	<u>Project PASS.</u> "Capitalism," "Socialism," "Communism," "Facism," "Monarchy": American Government Packets 12, 13, 14 and 15.

STRAND Economics

LEARNING Taxation

VOCABULARY: tax, taxation, services, indirect, direct, inheritance, property, excise, estate, franchise, license, lottery, betting, income tax, payroll

OBJECTIVE	TASK ANALYSIS
Describes the purpose of taxes.	1. Defines the term <u>taxation</u>. 2. Discusses the purpose(s) of taxes.
Lists types of taxes.	1. Discusses types of taxes. 2. Discusses direct and indirect taxation. 3. Describes the types of taxes collected.
Discusses the relationship between the level of taxation and the level of services provided.	1. Describes the relationship between the level of taxation and the level of services provided. 2. Lists local services provided through taxes.

ACTIVITIES	MATERIALS
Have students determine how taxes collected by the state and federal government are used, e.g., to support government or pay governmental expenses, build highways, run schools, improve highways.	
Have students describe how taxes are collected through the following methods: - Direct (federal income tax, payroll tax deductions); - Indirect (taxes paid by dealers or manufacturers and passed on to buyers, e.g., taxes on cigarettes, liquor).	
Have students discuss the types of United States taxes which are collected, e.g., income, property, inheritance/ estate, excise tax, franchise tax, license.	
Have students discuss the source of Louisville's tax money and how it is used. See the information sheet on budget.	Information Sheet, "The 1985-86 City Budget."
Have students discuss how services would be funded without taxation.	<u>Taxes</u> . (A simulation of how major taxes affect individual and community decision) Interact (M, H)
Have students discuss the following concepts: the lesser the amount of taxation, the fewer are the services; the more taxation, the more services can be supplied.	
Have students discuss services provided by taxation, e.g., police, fire department, schools, libraries, highways, sanitation, street repair, parks.	
Have students discuss how lotteries or legalized betting provide revenue.	

STRAND Economics

LEARNING Labor Relations

VOCABULARY: labor, management, union, non-union, public relations

OBJECTIVE	TASK ANALYSIS
Differentiates between labor and management.	1. Defines the terms <u>labor</u> and <u>management</u>. 2. Discusses the roles of labor and management.
Describes management styles/practices.	1. Lists and discusses various management styles. 2. Describes recent trends toward including labor in the decision-making process.

ACTIVITIES	MATERIALS
Have speakers come to talk with the class regarding union and non-union management. Have students ask questions and compare the pros and cons of all sides. Have resource persons debate the benefits of union vs. non-union participation.	Slater, Barbara. <u>HEP--History/Economics/Political Science Levels 1A, 1B, 2A, 2B, 3A, 3B</u> . Beaverton, OR: Dormac, Inc.
Explain the mutual support and participation of both labor and management.	<u>Free Enterprise</u> . A Parallel Alternate Curriculum. Arizona Educational Information Systems, n.d. (Teacher reference and student activities)
Have students use library sources to research management styles, e.g., dictatorial, Laissez-faire, unsupervised, supportive.	Ball, Grant, and Rosch, Lee. <u>Civics</u> , Unit 6. Chicago: Follett Pub., Co., 1978.
Have students research: quality circles, rewards for cost-saving suggestions, and the use of robots.	<u>Project PASS</u> . "The Labor Movement (1860's-1930's)," U.S. History Packet #58.
Have students discuss the role of public relation personnel as conflict managers.	_____. "Evaluation of the New Deal," Packet #59.

STRAND Economics

LEARNING Labor Relations

VOCABULARY: labor, management, union, non-union, public relations

OBJECTIVE	TASK ANALYSIS
Describes the impact of labor unions on personal and national economic conditions.	1. Discusses functions of unions. 2. Discusses impact of labor unions on personal and national economic conditions.

ACTIVITIES	MATERIALS
Research and discuss with the class the history of the development of unions in the U.S.	
Have students list various functions of unions, e.g., - To improve wages, hours, working conditions, job security, and safety; - To arrange labor contracts; - To handle job disputes; - To support political activities; - To provide educational programs.	
Have students discuss the impact of unions on various businesses in Louisville.	
Have students determine how Louisville's labor union problems of the 1980s caused the city problems in terms of getting prospective businesses to consider moving to Louisville. Have students determine the attitude of Louisville's residents (private and business) about local labor unions.	
Discuss with students the impact of labor unions on life styles in the U.S., e.g., a. May raise standard of living, b. Demand increasing wages/benefits, c. Discourage industry settling in an area because of strong union organizations, d. Cause loss of when required to work/salary support strike actions of other labor groups, e. Create potential for personal injury during strikes, f. Have impact on price of goods.	

COLOR INFLUENCE ON CONSUMER PREFERENCE AND BEHAVIOR

Psychologists have long known, through experimental research, that colors have a definite influence on individual preferences and behaviors toward selecting and purchasing items. Colors send signals, at an unconscious level, about products to individuals based on their cultural and past memory experiences. Personnel in the field of advertisement armed with this knowledge capitalize on using certain colors in the packaging and promotion of products.

The following information on colors is used in American advertisements.

Red symbolizes blood, desire, appetite, fire, warmth, and has a masculine appeal; therefore, it is used on certain cigarette brands (Marlboro) and by restaurants (Wendy's) advertisements.

White is used to denote purity, and cleanliness, e.g., White Castle™ hamburger and Steak & Shake™ restaurants utilizing white.

Orange conveys strength and is almost always used in some form on laundry detergent packaging. This signifies that the product will be able to clean very dirty clothing.

Blue and white are meant to convey gentleness, e.g., Woolite™ and Dove™ soap products.

Green signifies freshness and is used by advertisers of mentholated cigarettes (Kool™, More™), soap firms (Irish Spring™), restaurants (Fresher Cooker™), supermarkets, and soft drinks (Sprite™, Mountain Dew™).

Black signifies elegance and classy looks and is used by the fashion world to denote expensive clothing, by car dealers (Cadillac™, Rolls Royce™), and by cigarette firms (Sterling™).

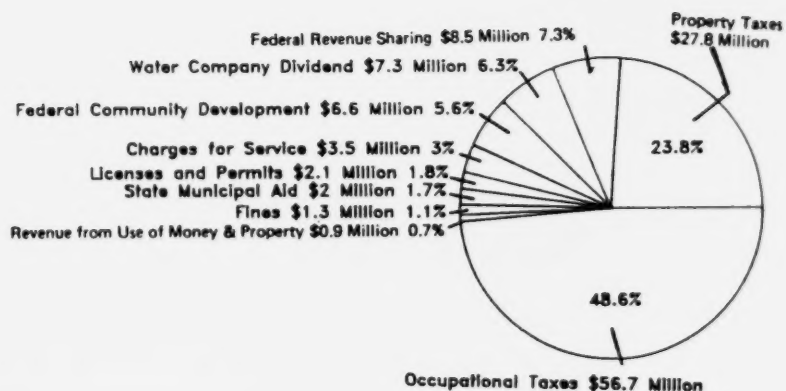
Red, white, and blue are used to denote patriotism, e.g., Pepsi™.

Pastel colors give the impression of lightness and are used by appliance manufacturers in certain kinds of equipment, e.g., upright vacuum cleaners, blenders.

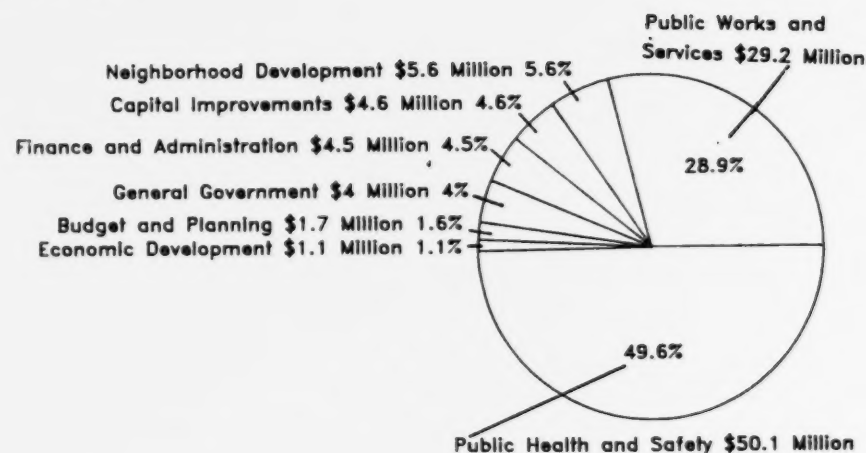
Strong colors are often used to create an image of weight or heavy duty, e.g., industrial vacuum cleaners (red).

THE 1985-86 CITY BUDGET

Where it comes from:



Where it goes:



¹Alan Judd, "Sloane's budget calls for cuts in spending/jobs but no new taxes," The Courier Journal, June, 1985. Used with permission of the Courier Journal and The Louisville Times.

CITIZENSHIP

OBJECTIVES

- Names city, county, state, and provides factual information about each.
- Identifies the location of governmental offices and how to contact them.
- Identifies services provided by city/county/state government.
- Identifies forms of civic involvement.
- Lists types of volunteer activities.
- Describes methods for voicing support for/opposition to an issue that will affect the community.
- Describes the citizen's role in crime prevention/reporting.
- Describes the relationship between taxation and government services.
- Describes the process of serving on a jury.
- Describes the purpose of voting.
- Describes the requirements for registering to vote.
- Distinguishes between the primary and general elections.
- Describes the rights guaranteed by the U.S. Constitution's Bill of Rights.
- Describes the rights guaranteed by amendments to the U.S. Constitution.
- Describes the relationship between rights and responsibilities of a citizen.
- Discusses civil law.
- Discusses criminal law.
- Lists sources of information/assistance relative to civil/criminal offenses.
- Discusses the American flag.
- Discusses the national anthem.
- Provides historical examples of patriotic behavior.

STRAND Citizenship

LEARNING Community Awareness

VOCABULARY: social security, sanitation, unemployment, licenses, government,
landmarks, city, county, state, governor, mayor

OBJECTIVE

TASK ANALYSIS

Names city, county, state, and
provides factual information about
each.

1. Tells name of city, county,
state.
2. Gives factual information.

ACTIVITIES	MATERIALS
Have students name the city, county, and state in which they live.	<u>The Community</u> . Book 1. Foundations of Citizenship. Phoenix, NY: Richards Publishing Co., n.d.
Request that students describe the state flag.	Rakes, Thomas A., and DeCaprio, Annie. <u>Democracy in Action</u> , Units 1, 2, 3, 5. Living in America Series.
Ask students to give the names of the mayor of Louisville, county judge/executive, the governor of the state, and the locations of their offices.	<u>Citizenship Decision Making: Skills, Activities and Materials</u> . Addison-Wesley, 1978. (E, M, H)
Give names of local important landmarks. Have students describe their significance.	<u>Project PASS</u> . "Citizenship," American Government Packet #37. Livonia, MI: Livonia Public Schools Special Education Instructional Materials Center, 1979.

STRAND Citizenship

LEARNING Community Awareness

VOCABULARY: social security, sanitation, unemployment, licenses, government, landmarks, city, county, state, governor, mayor

OBJECTIVE	TASK ANALYSIS
Identifies the location of governmental offices and how to contact them.	1. Describes how/where to find a location. 2. Describes how to contact governmental offices.
Identifies services provided by city/county/state government.	1. Describes services provided by a city. 2. Describes services provided by county government. 3. Describes services provided by state government.

ACTIVITIES	MATERIALS
Have students use the telephone directory to locate selected governmental offices, e.g., mayor's office, county clerk's office.	Lefkowitz and Uhlich. <u>Government at Work from City Hall to State Capitol</u> , Units 6 and 10. Government in Action Series.
Use mock situations and have students write letters to various governmental offices to voice a complaint or request information. Students must use the correct titles and greetings.	<u>Educational Leadership</u> . Vol. 38, No. 1, October 1980 issue. (18 articles on citizenship education) See Information Sheet 1.
Have students determine methods they would use to voice complaints about services, e.g., letter, phone, in person.	
Invite local governmental officials or employees to speak to the class about their jobs and the services they provide as well as those provided by the state.	
Examples: Social Security Police/Fire EMS (Emergency Medical Services) Road repair Medical services Sanitation Unemployment Welfare Licenses	
Arrange for a site visit to City Hall or other governmental offices.	

STRAND Citizenship

LEARNING Civic Involvement

VOCABULARY: citizenship, civic pride, responsibilities, community, voting

OBJECTIVE	TASK ANALYSIS
Identifies forms of civic involvement.	1. Lists ways to be involved in the community.
	2. Lists Louisville area civic organizations.
Lists types of volunteer activities.	1. Tells what volunteering means.
	2. Lists organizations which utilize volunteers.

ACTIVITIES	MATERIALS
Have students define <u>civic involvement</u> and tell ways that their parents and others demonstrate civic involvement, e.g., voting, campaign work, candidacy for office, contacting legislators over special issues.	<u>Government at Work from City Hall to State Capitol</u> , Unit 13. Government in Action Series.
Have students tell why volunteer services are needed.	Hudson, Margaret W., and Weaver, Ann A. <u>In Your Community</u> , Book 2. Young American Series. Belmont, CA: Pitman Learning Center, 1973.
Discuss local organizations which need volunteers, e.g., hospitals, campaign groups, churches, civic groups, schools, Boy/Girl Scouts, Big Brothers/Sisters, American Red Cross.	_____. <u>In Your State</u> , Book 3. Young American Series.
Have students discuss reasons why people volunteer their services and the benefits gained by the persons as well as the agency utilizing volunteers.	_____. <u>In Your Country</u> , Book 4. Young American Series.

STRAND Citizenship

LEARNING Civic Involvement

VOCABULARY: citizenship, civic pride, responsibilities, community, voting

OBJECTIVE	TASK ANALYSIS
Describes methods for voicing support for/opposition to an issue that will affect the community.	1. Tells why it is necessary to voice opinions about issues of concern. 2. Lists ways to contact/influence legislators about special issues.

ACTIVITIES	MATERIALS
Discuss with students issues which may be of concern to people in the Louisville community, e.g., increase in cost of phone service, need for better educational services, pollution, traffic control, crime, drunk drivers.	
Have students discuss ways in which contact can be made with legislators over issues which may be of concern (letters; phone calls; rallies; boycotts; personal appearance at local, town/city meetings; private conferences with personnel).	Lefkowitz, William, and Uhlich, Richard. <u>It's Our Government: Congress, the President, and the Courts</u>. Hayward, CA: Janus Book Pubs., 1982.
Discuss with the students services the government provides, e.g., building streets, armed forces, police, garbage collection.	<u>Teaching Citizenship</u>. Dallas, TX: Positive Life Attitude for America, Inc., 1981. (T, E, M, H)
	<u>Project PASS</u>. "Pressure Groups," American Government Packet #20.

STRAND Citizenship

LEARNING Civic Responsibilities

VOCABULARY: jury, juror, taxes, taxation, crime, prevention, sales tax,
income tax, withholding tax, dependent, exemption, employee,
employer, victim, assault, burglary, robbery, formal complaint

OBJECTIVE

TASK ANALYSIS

Describes the citizen's role in
crime prevention/reporting.

1. Lists ways to prevent crime.

2. Discusses reasons for reporting
crime.

3. Discusses how to report crimes.

ACTIVITIES	MATERIALS
Have a speaker from the police department or crime prevention bureau to visit the class and speak on ways to prevent crime.	<u>Democracy in Action</u> , Unit 8. Living in America Series. (M, H)
Examples:	<u>Real Life Citizenship</u> , Unit 4. New York: Scholastic Book Services, 1980.
Block watch	University of Wisconsin, RFD Project. <u>Being an Informed Citizen</u> . Family Development Series. Austin, TX: Steck-Vaughn, 1978.
Securing personal property (house, car)	
Observing laws such as the speed limit	
Educating family members on crime prevention	
Phoning police	
Present a detailed story about witnessing a crime. Ask students what they would do. Have them identify details they think are important.	
Discuss with the students some problems that could result from reporting crimes as well as from failing to report crimes.	
Invite local police personnel to class to discuss how crimes are reported.	
Examples:	
Contact authorities	
Record information immediately and accurately	
(Students should draw up a list of questions beforehand.)	

STRAND Citizenship

LEARNING Civic Responsibilities

VOCABULARY: jury, juror, taxes, taxation, crime, prevention, sales tax,
income tax, withholding tax, dependent, exemption, employee,
employer, victim, assault, burglary, robbery, formal complaint

OBJECTIVE	TASK ANALYSIS
Describes the relationship between taxation and government services.	1. Defines <u>taxation</u> . 2. Discusses how taxes are collected. 3. Discusses how taxes pay for governmental services (city, state, and county).

ACTIVITIES	MATERIALS
Discuss with the students sales tax and what types of items are taxable and non-taxable.	<u>Democracy in Action</u> , Unit 6. Living in America Series. (M, H)
Have students discuss how taxes provide for governmental services and personnel.	

STRAND Citizenship

LEARNING Civic Responsibilities

VOCABULARY: jury, juror, taxes, taxation, crime, prevention, sales tax, income tax, withholding tax, dependent, exemption, employee, employer, victim, assault, burglary, robbery, formal complaint, grand jury, petit jury, summons

OBJECTIVE	TASK ANALYSIS
Describes the process of serving on a jury.	1. Defines <u>jury</u>. 2. Describes qualifications for jury duty. 3. Describes responsibilities of a juror. 4. Describes responsibilities of the jury foreman/forewoman.

ACTIVITIES	MATERIALS
Have a student call the clerk of a local court and ask about qualifications and exemptions of jurors and kinds of jury duty.	<u>Government at Work from City Hall to State Capitol</u> , Unit 12. Government in Action Series.
Discuss jury selection process.	<u>Project PASS</u> . "The Jury System," American Government Packet #38.
Have students follow a notable trial in the news.	
Take the class to visit the Hall of Justice during a court session to watch a trial in session.	
Have students discuss their observation of the jury foreman/forewoman. Have students determine the skills/training needed by this person.	

STRAND Citizenship

LEARNING Voting

VOCABULARY: resident, register, primary election, affidavit, general election, ballot, voting machine, absentee ballot, candidate, political party, polls, vote, electorate, nominating convention, run-off primary

OBJECTIVE	TASK ANALYSIS
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Describes the purpose of voting.

1. Defines voting.
2. Discusses why voting is a privilege and a responsibility.
3. Discusses effects of voting/not voting.

Describes the requirements for registering to vote.

1. Lists requirements for voter registration.
2. Tells where to register in Louisville/Jefferson County to vote.
3. Completes a voter registration application.
4. Completes a voting ballot.

ACTIVITIES	MATERIALS
Have students give the definition of the word <u>vote</u> after finding it in a dictionary.	<u>Democracy in Action</u> , Unit 7. (M, H).
Have students write a paper on why voting is a privilege as well as a responsibility.	JCPS. <u>Social Studies 080--</u> <u>Citizenship</u> . Jefferson County Board of Education, 1983. (M, H)
Have students discuss enactment of specific federal laws/court rulings which guarantee voting privileges to persons denied such rights.	
Have students research the voting process in other selected countries.	
Invite an elected official to the classroom to discuss the effect(s) of voting and of not voting.	
Have students discuss requirements for voting and reasons why certain persons do not qualify to vote, e.g., a. at least 18 years of age on the General Election date b. citizen of the United States c. establish residency in the state (in this case, Kentucky) d. resident of a precinct for at least 30 days prior to election date e. not convicted of a felony f. a registered voter	<u>Real Life Citizenship</u> , Unit 5. <u>Project PASS</u> . "Your Right to Vote," American Government Packet #16.

STRAND Citizenship

LEARNING Voting

VOCABULARY: resident, register, primary election, affidavit, general election,
ballot, voting machine, absentee ballot, candidate, political
party, polls, vote, electorate, nominating convention,
run-off primary

OBJECTIVE

TASK ANALYSIS

Describes the requirements for
registering to vote. (continued)

ACTIVITIES	MATERIALS
Have students discuss absentee and special ballots (e.g., who qualifies for these?):	McVey and Associates, Inc. <u>Becoming a U.S. Citizen</u> . Follett Coping Skills Series. Chicago: Follett Corp., 1977. (M, H)
<u>Absentee</u> --a person who will be absent from the county on election day and/or moved during the time registration is closed. This will give the voter a chance to vote at the former precinct.	_____. <u>Government and You</u> . Follett Coping Skills Series. (M, H)
<u>Special</u> --a person who cannot go to the polls due to incarceration while awaiting a trial or due to a physical disability.	_____. <u>The Law and You</u> . Follett Coping Skills Series. (M, H)
Have students discuss the stipulations associated with securing such ballots and correct postmark dates in order for the ballot to be counted.	<u>Civics: Citizens and Society</u> , Hightstown, NJ: McGraw-Hill Book Co., 1979.
Have students discuss where voter precincts are located and how they are managed.	
Have students discuss reasons convicted criminals cannot vote and how they can regain voting privileges.	
Have students complete a simulated voter registration form (see Information Sheet 2). Have students, to assure a transfer of skills, complete an official voter registration form. Obtain form from the Voter Registration Office, Louisville Gardens.	Information Sheet, "Commonwealth of Kentucky Voter Registration Record."
Make an on-site visit to the voter registration office, Louisville Gardens.	

STRAND Citizenship

LEARNING Voting

VOCABULARY: resident, register, primary election, affidavit, general election, ballot, voting machine, absentee ballot, candidate, political party, polls, vote, electorate, nominating convention, run-off primary

OBJECTIVE

TASK ANALYSIS

Describes the requirements for registering to vote. (continued)

Distinguishes between the primary and general elections.

1. Defines primary election: why, when, and requirements for voting.
2. Defines general election: why, when, and requirements for voting.

ACTIVITIES	MATERIALS
Have students debate an issue, e.g., Should teens (12-16) be allowed to drive a Moped without a license? Let students vote on the issue by completing a ballot.	
Have students research information on primary and general elections to make a classroom report. Discuss with students the concept of general election as being the "final" election. ♥	<u>Your Government at Your Fingertips.</u> Louisville, KY: The League of Women Voters of Louisville and Jefferson County, 1982.
Have students tell who can vote in a general election.	
Invite a local public, elected official to the classroom to discuss the importance of primary/general elections and the need for exercising voting privileges.	
Discuss with students how primary election gives party members a direct input in selecting the party's candidate.	
Discuss the terms <u>closed primary</u> and <u>open primary</u> .	
Have students explain who can vote or cannot vote during a primary election.	
Discuss with students the importance of primary and general elections to candidates running for the office of President.	
Discuss a recent primary election process in which a candidate was elected to run for President.	

STRAND Citizenship

LEARNING Legal Rights

VOCABULARY: rights, amendments, responsibilities, laws, taxes, constitution,
Bill of Rights, anarchy

OBJECTIVE	TASK ANALYSIS
Describes the rights guaranteed by the U.S. Constitution's Bill of Rights.	1. Discusses the rights that are assured by the Bill of Rights (Amendments 1-10). 2. Lists examples of the ways in which the Bill of Rights apply to daily life.
Describes the rights guaranteed by amendments to the U.S. Constitution.	1. Discusses the rights that are assured by Amendments 11 to 26. (Others may be proposed by two-thirds of each house of Congress or by a national convention.) 2. Describes methods by which amendments are passed.
Describes the relationship between rights and responsibilities of a citizen.	1. Discusses the rights of a citizen.

ACTIVITIES	MATERIALS
Have students make a chart outlining the rights assured in Amendments 1 through 10.	Abramowitz, Jack. <u>American History Study Lessons</u> , Unit 2, p. 96. Chicago: Follett Corp., n.d.
Have students, with a predetermined list of events given by the teacher, match the right (in the Bill of Rights) which applies to each event, e.g., a person is allowed to speak on a street corner--Freedom of Speech.	<u>Democracy in Action</u> , Unit 4. Living in America Series. (M, H) <u>Your Legal Rights</u> . Franklin Watts Pub. Co. (mini dramatization). (M, H)
Assign small groups of students to review library materials to determine circumstances which gave rise to specific amendments, e.g., Amendments 13, 15, 24, 26.	<u>Project PASS</u> . "Procedural, Due Process," American Government Packet #39; "The Right to Privacy," Packet #40; "Bill of Rights," Packet #7; "Major Amendments," Packet #6;; "Amending Procedure," Packet #5.
Have students research the history of the proposed Equal Rights Amendment.	
Have students discuss how their lives would be if they were denied specific freedoms, e.g., speech, unlawful search/seizure, trial by jury, religion.	Shapiro, Alan. <u>America: Land of Change</u> . SRA, 1970.
Ask students to determine what kind of information would be covered in local newspapers if freedom of press were denied.	Hock, John. <u>Your Government and You</u> . Parts I-III. Frank E. Richards Pub. Co., 1978.

STRAND Citizenship

LEARNING Legal Rights

VOCABULARY: rights, amendments, responsibilities, laws, taxes, constitution,
Bill of Rights, anarchy

OBJECTIVE

TASK ANALYSIS

Describes the relationship between
rights and responsibilities of a
citizen. (continued)

2. Discusses the responsibilities
that accompany rights.

ACTIVITIES	MATERIALS
Allow students to work in small groups to make lists of duties and responsibilities of citizens, e.g., obeying the laws, paying taxes, attending school, serving on juries or appearing in court as a witness, voting.	Silveira, Ted. <u>Your Rights and the Law</u> . Belmont, CA: Fearon Education, Pitman Learning, Inc., 1985.
Have students discuss what life in Louisville/Jefferson County would be like if the majority of the residents did not practice good citizenship.	<u>You Are the Judge</u> . Academic Therapy (H1/10 paperbacks). (court cases for student decisions) (M, H)
Discuss with the students the concept of anarchy.	<u>Legal Rights of Hearing-Impaired People</u> . Washington, DC: National Center for Law and the Deaf. Gallaudet College Press, 1984. (T, M, H)

STRAND Citizenship

LEARNING Laws

VOCABULARY: civil law, criminal law, felony, misdemeanor, indicted,
innocent, plead, prosecution, summons, testify, witness,
suspect, lawyer

OBJECTIVE	TASK ANALYSIS
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Discusses civil law.

1. Defines civil law.
2. Discusses ways in which citizens are affected by civil law.

Discusses criminal law.

1. Defines criminal law.
2. Describes types of crimes.

ACTIVITIES	MATERIALS
Discuss with the students purpose of small claims courts and types of cases which are handled.	<u>Democracy in Action</u> , Units 8, 9, 10. <u>Living in America Series</u> . (M, H)
Have students discuss types of disputes which would be handled in a civil court, e.g., divorce, slander, negligence, assault and battery.	
Have students watch People's Court on TV and discuss ways people presented their cases and the judge's decisions. Have students discuss whether they agreed or disagreed and give information to support their decision.	
Have students develop (written or on tape) mock cases which would be handled in a civil court.	
Have students bring to class newspaper articles which represent a felony (serious crime, such as murder/robbery) or a misdemeanor (minor crime with a penalty of one year or less).	<u>Government at Work from City Hall to State Capitol</u> , Unit 7.
Have students cite examples of various crimes which would be handled in a criminal court, e.g., a. against people or property b. against public order of morality c. organized crime d. white-collar crime e. against self (drunkenness, gambling, drug addiction).	
Invite law enforcement personnel to the classroom to discuss what happens to persons involved in a criminal offense.	

STRAND Citizenship

LEARNING Laws

VOCABULARY: civil law, criminal law, felony, misdemeanor, indicted,
innocent, plead, prosecution, summons, testify, witness,
suspect, lawyer

OBJECTIVE	TASK ANALYSIS
Lists sources of information/ assistance relative to civil/criminal offenses.	1. Identifies persons/agencies which would be of assistance in civil/criminal cases. 2. Discusses services offered by agencies involved with convicted criminals.

ACTIVITIES	MATERIALS
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Have students call various agencies/persons to determine services offered to the public, e.g., Legal Aid Society of Louisville, a private attorney, a private detective.

Arrange an on-site tour of the county jail and the Hall of Justice.

STRAND Citizenship

LEARNING Patriotism

VOCABULARY: flag, stripes, stars, red, white, blue, states, union,
patriotism, hero, anthem, allegiance, pledge

OBJECTIVE TASK ANALYSIS

Discusses the American flag.

1. Identifies characteristics of the American flag.

2. Describes the flag's historical development.

3. Discusses proper procedures for handling the flag.

4. Describes appropriate behavior during a recitation of the Pledge of Allegiance.

ACTIVITIES	MATERIALS
Have students give information as to the symbolism associated with the flag, e.g., the number of stars and stripes, the tri-colors of the flag.	
Have students research the history of the American flag and make class reports.	
Have students draw flags of the U.S., past to present. Have students denote change(s) in design and give the reason(s) for change.	
Have students, in small groups, pretend that they have formed a new country. Ask each group to make a flag to represent their domain and discuss the meaning of any symbols they choose to include in each flag's design.	
Have students gather information on rules to follow for displaying, carrying, folding, and saluting the flag.	JCPS. <u>Social Studies 101--</u> <u>Citizenship</u> . Jefferson County Board of Education. (T, M, H)
Contact personnel of local American Legion posts to acquire persons to discuss laws on handling the American flag.	
Have students demonstrate behaviors which should be exhibited while making the pledge to the flag.	Smith, Whitney. <u>The Flag Book of</u> <u>the United States</u> . New York: William Morrow & Co., 1975. (T, M, H)
Discuss with students the meaning of "showing respect" to the flag.	
Ask students to respond to questions concerning the Pledge of Allegiance.	

STRAND Citizenship

LEARNING Patriotism

VOCABULARY: flag, stripes, stars, red, white, blue, states, union, patriotism, hero, anthem, allegiance, pledge	
OBJECTIVE	TASK ANALYSIS

Discusses the American flag.
(continued)

Discusses the national anthem.

1. Identifies the national anthem as "The Star Spangled Banner."
2. Discusses proper conduct during the playing of the national anthem.
3. Discusses the historic development of the national anthem.

ACTIVITIES	MATERIALS
Make a visit to the Memorial Auditorium to see the 64-piece collection of American flags and flags from other countries. (See Information Sheet 3.)	Information Sheet, "Flag Display at Memorial Auditorium."
Have students determine the meaning of the following terms: <u>pledge</u> , <u>allegiance</u> , <u>republic</u> , and <u>indivisible</u> .	
Have students tell, in their own words, what they believe they are saying when they repeat the Pledge. (See Information Sheets 4 and 5.)	Information Sheets, "The Pledge of Allegiance" and "Pledge of Allegiance."
Have students read/recite the national anthem.	
Have students relate the proper respectful conduct which should be exhibited during the singing of the national anthem.	
Have students give reports on the circumstances which gave rise to the writing of the national anthem.	
Have students discuss the anthem "Lift Every Voice and Sing" and give reasons why it was adopted as the Negro national anthem. (See Information Sheets 6 and 7.)	Information Sheets, "Hymn: Lift Ev'ry Voice and Sing" and "Lift Ev'ry Voice and Sing."

STRAND Citizenship

LEARNING Patriotism

VOCABULARY: flag, stripes, stars, red, white, blue, states, union,
patriotism, hero, anthem, allegiance, pledge

OBJECTIVE

TASK ANALYSIS

Provides historical examples of
patriotic behavior.

1. Discusses historical figures who
exhibited patriotic behavior.

2. Identifies own demonstration of
patriotic behavior.

ACTIVITIES	MATERIALS
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Have students give reports on persons throughout history (past and present) who have exhibited patriotic behaviors.

Have students defend their choices, explaining why the selected persons demonstrated patriotic behavior.

(Persons could include George Washington, Sally Ride, Thomas Jefferson, Ben Franklin, Paul Revere, Martin Luther King, Jr.)

Have students describe how, in their daily lives, they exhibit patriotism.

TEACHER RESOURCES

For additional readings on Citizenship see:

Educational Leadership

Journal of the Association for Supervision and Curriculum Development
October 1980, Volume 38, Number 1

Topics:

Curriculum for the Educated Citizen

Criteria for Judging Citizenship Education Programs

Moral Education: Seven Years Before the Mast

Using Examples of Inhumanity to Teach Responsible Citizenship

On the Nature of Citizenship

Continuing Challenges in Citizenship Education

Citizenship Results from National Assessment

Learning About Law

Reviving Student Participation

Ethnicity in Citizenship Education

Choice Awareness Encourages Effective Citizenship

State-Level Implementation of Citizenship Education

What Type of Economics Program Is Best for Your School?

Citizenship Education in a Global Age

Global Education Begins at Home

A Guide to Sources in Citizenship Education

SAMPLE

COMMONWEALTH OF KENTUCKY
PERMANENT VOTER REGISTRATION
RECORD

SOCIAL SECURITY NO.			LAST NAME			FIRST AND MIDDLE OR MAIDEN NAME			PRECINCT NAME			
SEX		RACE		DATE OF BIRTH			DATE OF RESIDENCE IN PRECINCT			FOR COUNTY CLERKS USE ONLY		
				MONTH DAY YEAR			MONTH DAY YEAR			PTY. AFFILIATION		
										DATE REGISTERED		
										MONTH DAY YEAR		
PRESENT ADDRESS												
HOUSE NO. AND STREET NAME OR ROUTE NO. AND RURAL BOX						APARTMENT NO. OR P.O. BOX			CITY OR TOWN		ZIP CODE	
											KY	
SHOW NAME AND ADDRESS OF NEAREST NEIGHBOR IF YOU DO NOT LIVE IN A CITY OR TOWN												
NAME OF NEIGHBOR						ADDRESS OF NEIGHBOR						
ACTION REQUIRED			TELEPHONE NUMBER			PREVIOUS PLACE REGISTERED						
						CITY OR COUNTY STATE						
☐ NAME CHANGE ☐ NEW REGISTRATION ☐ CHANGE (OTHER)			IF CHANGE, INDICATE HERE WHAT CHANGE HAS OCCURRED AND HOW YOU WERE PREVIOUSLY REGISTERED ☐ NAME _____ ☐ ADDRESS _____ CITY _____ ☐ PARTY AFFILIATION _____									
UNDER THE PENALTY OF PERJURY, YOUR SIGNATURE VERIFIES THAT YOU ARE A U.S. CITIZEN, 18 YEARS OF AGE ON OR BEFORE THE GENERAL ELECTION AND YOU ARE NOT A CONVICTED FELON (KRS 116.165 AND KRS 117.225).												
HIS OR HER MARK		SIGNATURE OF VOTER _____						DATE SIGNED _____ 19____				

REMARKS

SBE-04-01-82 (DEET)

STATE BOARD OF ELECTIONS

Instructions for Completing Registration Form

Please follow the instructions below as you complete the yellow or white portion of the registration card, as instructed. You must indicate your PARTY AFFILIATION and SIGN THE YELLOW portion to be valid. Do not mark in the shaded areas.

- | | |
|---|---|
| (1) Enter your social security number. If you do not have one, enter the word "NONE."
(2) Show your full name including "Junior" or "Senior" if appropriate.
(3) Enter your sex in the following way:
M--MALE F--FEMALE
(4) Indicate your race in the following way:
W--WHITE B--BLACK O--OTHER
(5) Indicate your full date of birth.
(6) Indicate your party affiliation on the YELLOW card. | (7) Show your full address so that it positively identifies where you live and receive mail. If you do not live in a city or town, indicate the name of your nearest neighbor.
(8) Enter your telephone number.
(9) For "Previous Place Registered," show where you were registered prior to completing this registration form.
(10) Check appropriate box: New Registration or Change. If Change, indicate what change is and how you were previously registered.
(11) Sign and date the YELLOW registration card. |
|---|---|

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FLAG DISPLAY AT MEMORIAL AUDITORIUM

The following information explains the flag display which is housed at the Memorial Auditorium, 970 South Fourth Street, Louisville.

- A 64-piece collection of American flags and flags from other countries in glass cases located in the first floor corridor
- Personal banners of military leaders
- Many flags dating from World War I to the 1950s
- Distinctive flags including a French Underground Flag, the personal flag of Ethiopian Emperor Haile Selassie, and a wool flag with 13 stars from Thomas Edison's office

One woman, Carolyn Apperson Leech, was responsible for the entire collection. She visited military leaders and wrote letters to people all over the world.

Reference

Source of Information: "Memorial's Flags Are a History in Cloth" by Joe Peterson, Around Downtown (Louisville weekly newspaper) October 22, 1984.

THE PLEDGE OF ALLEGIANCE

The following are a few points about the Pledge of Allegiance. It was, for example:

- written by Francis Bellamy for the 1892 National Public School Celebration.
- written to commemorate the 400th anniversary of the discovery of America.
- intended to arouse patriotism in young persons.
- written by Bellamy in two hours on an August evening.
- published in The Youth's Companion on September 2, 1892 and in the official Columbus Day Celebration printed program.
- recited in the World's Columbian Exposition held in Chicago on October 21, 1892, as well as in schools across the United States.
- modified in 1923 to change the original statement of "my flag" to "the flag of the United States" and in 1924 by adding "of America" to the aforementioned phrase.
- again modified in 1954 to include "under God" after "One Nation."
- included in Federal legislation about flag use and customs in 1942 and given official Congressional sanction in 1945.

The Pledge now reads:

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

Adapted from Our United States Heritage, (workbook) (Hollister, MO: Bi-Centennial Publications, 1974).

PLEDGE OF ALLEGIANCE

1. Why is the pledge said?
2. Name the parts of the pledge which have reference to you and the parts which refer to the nation.
3. Should everyone say the pledge? Support your decision.
4. Define (in your own words) pledge allegiance, indivisible, liberty and justice for all.
5. Can you recite the pledge, pronouncing each word correctly?
6. When should the pledge be said?
7. What kind of behavior should be exhibited when the pledge is said?
8. Who wrote the Pledge of Allegiance and why?
9. Could the pledge be written another way to improve it? Support your position.
10. How are all pledges alike?
11. Make up a pledge for your family, for the classroom.
12. Where else during school and at home are liberty and justice practiced?

HYMN: LIFT EV'RY VOICE AND SING

(Negro National Anthem)

Lift ev'ry voice and sing.
Till earth and heaven ring,
Ring with the harmonies of Liberty;
Let our rejoicing rise,
High as the list'ning skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the
Dark past has taught us.
Sing a song full of the hope that the
Present has brought us;
Facing the rising sun
Of our new day begun,
Let us march on,
Till victory is won.

Stoney the road we trod,
Bitter the chast'ning rod,
Felt in the days when hope unborn had died;
Yet with a steady beat,
Have not our weary feet
Come to the place for which our fathers sighed?
We have come over away,
That with tears has been watered.
We have come, treading our path thro
The blood of the slaughtered,
Out from the gloomy past,
Till now we stand at last.
Where the white gleam of our
bright star is cast.

God of our weary years,
God of our silent tears,
Thou who hast brought us thus far on the way;
Thou who hast by Thy might,
Led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places,
Our God, where we met Thee,
Lest our hearts, drunk with the wine
of the world, we forget Thee;
Shadowed beneath Thy hand,
May we forever stand,
True to our God,
True to our native land.

Words - James Weldon Johnson
Lyrics - J. Rosamond Johnson
Date - Circa 1900

LIFT EV'RY VOICE AND SING

(Negro National Anthem)

1. What is the title of the Negro national anthem?
2. Who wrote the Negro national anthem?
3. Why was the anthem written?
4. In what year was the anthem written?
5. For whom was the anthem written?
6. What was the social/racial climate in America for Afro-Americans at the time of the anthem's writing?
7. What messages are conveyed by the verses of the anthem?
8. Could the anthem's words express the hopes of others who are not Afro-American? Explain.
9. Who should sing "Lift Ev'ry Voice and Sing?" Explain.
10. What was the life style of the anthem's writers (schooling, occupations, economic status)? What became of the writers?
11. At what kind of occasions/events would "Lift Ev'ry Voice and Sing" be sung? (social awareness sessions, church functions, sorority/fraternity events, NAACP conventions, during Black History Month)

POLITICAL SCIENCE

OBJECTIVES

States rules that relate to self, school, or community.

Explains the purpose of rules and regulations.

Explains family customs.

Describes school/community customs.

Describes how habitual practices of people/community become laws/regulations.

Discusses the consequences of breaking rules or regulations.

Identifies reasons for laws.

Describes laws of community/state.

Discusses state laws.

Relates laws to justice.

Describes the basic political structure of the U.S. and other countries.

Describes the basic political structure of Louisville/Jefferson County.

Describes the basic political structure of Kentucky.

Names major political parties.

Explains why political parties are necessary.

Distinguishes between a "liberal" and a "conservative."

Recognizes membership in home, school, and community groups.

Describes rights, privileges, and responsibilities of a U.S. citizen.

Describes voting procedures and qualifications.

STRAND Political Science

LEARNING Rules and Regulations

VOCABULARY: rules, regulations, self, school, community, home

OBJECTIVE	TASK ANALYSIS
States rules that relate to self, school, or community.	1. Describes rules that relate to self. 2. Discusses rules that relate to school. 3. States rules that relate to community.
Explains the purpose of rules and regulations.	1. Discusses purpose of rules and regulations. 2. Determines the difference between rules and regulations.

ACTIVITIES	MATERIALS
Have students volunteer rules they live by at home, e.g., being home at a certain time; defending self; not talking to strangers; locking the doors. (Caution: Students should be encouraged not to make value judgments concerning family rules given by classmates.)	
Have students make a list of general school rules and rules observed in their classroom, e.g., be on time, don't run in halls, come to school prepared.	
Have students speculate on the school atmosphere that would exist if there were no rules and regulations. Have students discuss the reasons people establish rules and regulations, e.g., to keep procedures organized and systematic, to make sure people are treated fairly.	
Have students review the rules which are written in the JCPS <u>Uniform Code of Student Conduct</u> and discuss the purpose of codes included.	
Have students determine likenesses and differences of rules which relate to home, classroom, school, and school district.	
Have students, through research in dictionaries and class discussions, differentiate between rules (accepted, prescribed guides to conduct or action) and regulations (rules that have the force of law).	

STRAND Political Science

LEARNING Customs

VOCABULARY: custom, laws, regulations, habitual practices, tradition,
ceremony

OBJECTIVE TASK ANALYSIS

Explains family customs.

1. Defines the term custom (as used in context of the curriculum).
2. Lists and discusses family customs.

Describes school/community customs.

1. Identifies and discusses school customs.
2. Identifies and discusses community customs.

Describes how habitual practices of people/community become laws/regulations.

1. Discusses how habitual practices of people/community become laws.
2. Discusses laws/regulations which have arisen from customs.

ACTIVITIES	MATERIALS
Have mock special days when students share the different ways their individual families observe customs, e.g., holiday celebrations, marriage traditions, church special days, foods eaten, funeral traditions, special clothing worn.	Hudson, Margaret W., and Weaver, Ann A. <u>In Your Family</u> . Young American Series. Belmont, CA: Fearon Education, n.d.
Have students list customs observed in the school. Have students tell how they think the customs were started and why they continue, e.g., graduation ceremonies, field day, school holidays, sports rivalries.	<u>Rights and Duties of Citizens--Let's Look at Your Family, Pictures--</u> Frank E. Richards Co., Inc.
Discuss with students customs which are observed in the community and determine how these began, e.g., Oktoberfest, Heritage Weekends, Potato Festival, special foods and drinks eaten, singing "My Old Kentucky Home" at Kentucky Derby and U of L/UK basketball games.	Thomas, W. Laverne, and Anderson, Robert J. <u>Sociology: The Study of Human Relationships</u> . Chicago, IL: Harcourt Brace Jovanovich, 1982.
Ask students to tell customs which are observed nationally, e.g., singing of the national anthem at games, hot dogs served at baseball games.	
Have students speculate on why continued practices (or customs) of people/community lead to laws, e.g., people walking or riding a horse on right side of the road which later translated into driving a car on right side of an unpaved road, then to the two-lane paved road.	

STRAND Political Science

LEARNING Customs

VOCABULARY: custom, laws, regulations, habitual practices, tradition,
ceremonies

OBJECTIVE

TASK ANALYSIS

Describes how habitual practices of
people/community become
laws/regulations. (Continued)

ACTIVITIES	MATERIALS
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Have students research the following topics:

- a. Requirement to wear shoes/shirt in a restaurant.
- b. Blue Laws as a result of religious observation of the Sabbath.
- c. Requirement of immunizations for school attendance.

Have students discuss how the above topics started out as a custom, then later became laws.

Have students make reports on how other customs later became laws.

STRAND Political Science

LEARNING Rules and Regulations

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Discusses the consequences of breaking rules or regulations.	1. Tells consequence of breaking home or school rules. 2. Describes outcome of breaking local or state rules/regulations.

ACTIVITIES	MATERIALS
Have students discuss the consequence(s) of not following rules established by family, e.g., talking with unfamiliar persons in the community, not getting home on time.	
Have students discuss the consequences of not following selected established school rules, e.g., running in the halls (could fall and hurt self, could hurt another, might be seen by principal, might not get caught).	
Have students make a list of local and state regulations. Have students discuss the consequences of not following certain regulations, e.g., not putting money in parking meter while parking, running a red light.	

STRAND Political Science

LEARNING Laws

VOCABULARY: laws, misdemeanor, felony, penalties, civil, criminal, justice system, plaintiff, court, protection, bail, lawyer, defendant, prosecution

OBJECTIVE	TASK ANALYSIS
Identifies reasons for laws.	1. Names different kinds of laws. 2. Identifies reasons for laws. 3. Describes the effect of laws on everyday life.
Describes laws of community/state.	1. Discusses community laws. 2. Defines <u>misdemeanor</u> and <u>felony</u>. 3. Discusses various penalties for breaking laws.

ACTIVITIES	MATERIALS
Have students name the different kinds of laws, e.g., statutory laws, constitutional law, common law, administrative law, civil law, criminal law, due process law. (See information sheet at end of section.)	<u>Government at Work from City Hall to State Capital</u> , Units 4, 5, 8, 9. Government in Action Series.
Start a classroom scrapbook of newspaper clippings dealing with the law. Let students discuss articles in front of class before putting them in scrapbook.	Information Sheet, "Publications Available for the Classroom."
Have students brainstorm reasons for having laws, e.g., protect rights of others, discourage wrongdoers, guide society, settle disputes.	
Have students find information on laws recently passed. Discuss what the law means to the students (whether it is a good or a bad law). Have them support their opinions.	<u>Survival Law</u> Life Skills Series. SVE. (cassettes, filmstrips, work sheets)
Have students select topics of interest to them (alcohol and drugs, curfews, traffic laws, shoplifting, and theft), and then call appropriate community agencies to inquire about the laws applying to their topics.	<u>Democracy in Action</u> , Units 8, 9, 10. Living in America Series. (M, H)
Invite speakers from various law enforcement or community agencies to speak to students on laws relating to misdemeanors and felonies.	

STRAND Political Science

LEARNING Laws

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
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Discusses state laws.

1. Defines civil and criminal laws.
2. Discusses the difference between civil and criminal law.

Relates laws to justice.

1. Explains how the criminal justice system is structured.
2. Identifies the constitutional rights of persons accused of crimes.

ACTIVITIES	MATERIALS
Contact the Hall of Justice to make arrangements to take students to observe a court trial in action.	Filmstrip/Cassettes: <u>The Usable Law Program</u> . (6 filmstrips with cassettes). BFA, 1976. <u>In Your Community</u> . Young American Series. Fearon Education. <u>Law and Order</u> . Prentice-Hall Media. <u>Under the Law</u> . Walt Disney Media.
Ask students to determine who the prosecutor, the plaintiff, and judge are.	<u>Juris</u> . (a simulation of legal procedures derived from juvenile and adult court cases) Interact. (M, H)
Have students research local laws pertaining to robbery/burglary/non-prescription drugs. Have students discuss Kentucky's death penalty law.	<u>Your Government at Your Fingertips</u> . The League of Women Voters of Louisville and Jefferson County, 1982.
Let students describe briefly how our criminal justice system came about. Have students develop a chart to demonstrate the structure of the local judicial system. Contact appropriate persons (lawyers, police) to visit the classroom to discuss the local judicial system and laws which pertain to providing representation/protection for minors.	

STRAND Political Science

LEARNING Political Structure

VOCABULARY: President, Vice-President, Senate, House of Representative, Supreme Court, political structure, branches, executive, legislative, judicial, mayor, governor, senator, representative, County Judge/Executive, county, city, state, federal, local, court, clerk, Louisville, Kentucky, Washington, "checks and balances"

OBJECTIVE	TASK ANALYSIS
Describes the basic political structure of the U.S. and other countries.	1. Identifies three branches of federal government. 2. Discusses roles/responsibilities of branch personnel of countries whose political ideologies are similar to those of the United States.

ACTIVITIES	MATERIALS
Have students give examples of the people who carry out the duties of the three branches of government.	Filmstrips: <u>The U.S. Senate.</u> <u>The Supreme Court.</u> <u>The Presidency.</u> <u>The House of Representatives.</u> Pathescope Educational Media, Inc.
- Executive branch, e.g., President, Vice-President - Legislative branch, e.g., representatives, senators - Judicial branch, e.g., Supreme and Federal Courts' justices.	Magazines Newspapers
Have students keep a notebook of current events related to the officials of the federal government.	Silveira, Ted. <u>Your Government.</u> Pitman Learning, 1985.
Have students make a chart showing the interaction between the branches of the federal government. Have student discuss the "checks and balances system."	
Have students discuss the structure of selected countries, e.g., Great Britain, Russia, China. Ask students to determine likeness/difference to the U.S. government structure.	
Have students compare the roles and responsibilities of selected branch personnel of countries whose political ideologies are similar to those of the United States of America.	

STRAND Political Science

LEARNING Political Structure

VOCABULARY: President, Vice-President, Senate, House of Representative, Supreme Court, political structure, branches, executive, legislative, judicial, mayor, governor, senator, representative, County Judge/Executive, county, city, state, federal, local, court, clerk, Louisville, Kentucky, Washington, "checks and balances"

OBJECTIVE	TASK ANALYSIS
Describes the basic political structure of Louisville/Jefferson County.	1. Identifies the three branches of Louisville government. 2. Describes the roles/duties of personnel in specific branches.

ACTIVITIES	MATERIALS
Have students describe the structure of Louisville governmental organization.	<u>Your Government at Your Fingertips</u> , pp. 30-74, Local Government Organization Chart, p. 30. The League of Women Voters of Louisville and Jefferson County, 1982.
Have students develop a chart showing personnel in top leadership roles in selected branches, e.g., mayor, aldermen. Have students list their responsibilities.	
Let students chart the governmental structure of Jefferson County.	
Invite personnel from Louisville and Jefferson County governments to discuss with the students their organizational structures, roles, and responsibilities.	
Ask students to determine how the structure of Louisville and of Jefferson County differ, how they are similar, and how they overlap.	
Arrange a field trip to City Hall to talk with elected officials and to tour the facility.	

STRAND Political Science

LEARNING Political Structure

VOCABULARY: President, Vice-President, Senate, House of Representative, Supreme Court, political structure, branches, executive, legislative, judicial, mayor, governor, senator, representative, County Judge/Executive, county, city, state, federal, local, court, clerk, Louisville, Kentucky, Washington, "checks and balances"

OBJECTIVE	TASK ANALYSIS
Describes the basic political structure of Kentucky.	1. Names the major branches of the state government of Kentucky. 2. Describes the duties of elected governmental officials.

ACTIVITIES	MATERIALS
Have students list the major branches of State government.	
Have students discuss the roles/duties/responsibilities of state level personnel, e.g., governor, lieutenant governor, senators, representatives. Have students determine how the state and local governmental roles/responsibilities are alike/different.	
Have students determine how personnel acquire jobs at state and local levels.	
Arrange for a field experience to the State Capitol to see a chamber session involving the senators or representatives.	
Have students determine who their senators/representatives are at the state level. Have students determine how these personnel could be of help to them or to their parents.	

STRAND Political Science

LEARNING Political Parties

VOCABULARY: political parties, liberal, conservative, independent, democrats,
republican

OBJECTIVE TASK ANALYSIS

Names major political parties.

1. Lists names of major political parties in Louisville.
2. Identifies symbols of major political parties.

Explains why political parties are necessary.

1. Tells why political parties are necessary.
2. Discusses reasons why political parties are formed.

Distinguishes between a "liberal" and a "conservative."

1. Tells the basic characteristics of a liberal.
2. Tells the basic characteristics of a conservative.
3. Defines the term moderate.

ACTIVITIES	MATERIALS
Have students write letters or make phone calls to the state offices of the major political parties asking them to send information and promotional pieces such as brochures and bumper stickers.	<u>Delegate</u> (a simulation of a national political party convention) <u>Vote</u> (a simulation of organizing and running a political campaign) <u>Council</u> (a simulation of problem solving at the community level) Interact. (M, H)
Have student use materials acquired to form bulletin boards on major political parties.	<u>Project PASS</u> . "Political Parties," U.S. History Packet #18 and "Political Party System," Packet #19.
Have students run a mock campaign for a state office with students divided into the "Red" and "Blue" political parties.	<u>Your Government at Your Fingertips.</u>
Have students use the library to research the origins of various early political parties, e.g., Democrats, Republicans, Whigs, Federalists.	
Ask students to determine the positive/negative aspects of political parties.	
Have students discuss how both liberal and conservative people fit into both major political parties.	
Itemize several contemporary issues, e.g., merger of city/county governments, role of federal government in education, plight of the street people, and contrast liberal vs. conservative stands on these issues.	

STRAND Political Science

LEARNING Citizenship

VOCABULARY: rights, responsibilities, role in community, privileges, voting procedures, qualifications

OBJECTIVE	TASK ANALYSIS
Recognizes membership in home, school, and community groups.	1. Defines <u>membership</u>. 2. Describes multiple membership.
Describes rights, privileges, and responsibilities of a U.S. citizen.	1. Describes rights granted by the U.S. Constitution. 2. Discusses privileges and responsibilities of a U.S. citizen.
Describes voting procedures and qualifications.	1. Discusses voting qualifications.

ACTIVITIES	MATERIALS
Have students discuss the meaning of membership within a group, discussing automatic membership and voluntary membership.	
Have students discuss their membership in several groups/organizations, e.g., family, school, class. Ask students to discuss their responsibilities as a member.	
Let the students, using the chalkboard, identify the rights, privileges, and responsibilities they have as citizens, e.g.,	JCPS. <u>Social Studies 101--Citizenship.</u>
a. civil rights (Bill of Rights) b. owe allegiance to the country c. responsibility to support the government (obey laws) d. political rights (take part in the government--vote).	<u>Your Government and You.</u> Part IV. Frank E. Richards Pubs. Co., 1978.
Have a student call the county clerk's office and inquire about voter qualifications (e.g., must be a U.S. citizen, must be 18 years or older) and ask for copies of other information concerning voter registration.	<u>Real Life Citizenship</u>, Unit 1. Scholastic Book Services.

STRAND Political Science

LEARNING Citizenship

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes voting procedures and qualifications. (Continued)	2. Discusses voting procedures.

ACTIVITIES	MATERIALS
Ask students to investigate to answer the following questions:	<u>Democracy in Action</u> , Unit 7. Living in America Series. (M, H)
- Where can you go for answers to voter questions? - Where would you go to vote in the neighborhood?	Filmstrips/Cassettes: <u>In Your Community.</u> <u>In Your State.</u> <u>In Your Country.</u> <u>Know Your Rights.</u>
Have students complete a voter registration form.	Young American Series.
Have students discuss the purpose of a voter primary. Have students determine who can and who cannot vote during a primary.	
Ask students to discuss important issues that need to be considered before they vote on a candidate, e.g., past record, qualifications, platform promised.	
Have students discuss the 1985 Louisville/Jefferson County primary: --qualifications of those running --money needed to run for office and source of funds --outcome.	
Have students develop a mock mayoral election in which there are platforms (program promises) and candidates.	
Have students campaign before the voters; have voters elect the mayor.	

PUBLICATIONS AVAILABLE FOR THE CLASSROOM

The Legislative Research Commission has put together a list of materials that are suitable for classroom use on the Kentucky legislature and the Kentucky's law-making process.

Publications available in quantity for the classroom include:

- Help Bill Become a Law, a legislative coloring book suggested for grades 3-5.
- Legislative Express, a newspaper containing basic information about legislative leadership, how a bill becomes law and qualifications for becoming a legislator (suggested for grades 3-5).
- Legislative Gavel, a newspaper with stories that present basic fundamentals of the legislative process such as, how a bill becomes a law, a legislator and a member of the legislative leadership (suggested for grades 6 and above).
- The Road to Kentucky Laws, a brochure which shows how an idea becomes law (suggested for grades 6-12).
- Legislator Mailing Lists and Legislative District Maps.

In addition, the LRC offers a General Assembly Poster, a pictorial review of the development of the General Assembly; A Look at the Kentucky General Assembly, a booklet containing information on legislative activities; and The Kentucky Constitution, (Information Bulletin #136) which can be used as a teacher's guide. There is a limit of one copy per classroom teacher on these items.

These materials are free, except for mailing costs. Samples or quantities may be ordered by writing to:

The Legislative Research Commission
Legislative Information Office
Room 100, Capitol Annex
Frankfort, KY 40601

HUMANITIES

OBJECTIVES

Names various forms of the arts.

Discusses the works of selected famous visual artists.

Discusses how art communicates ideas, feelings, and dreams.

Discusses the purpose(s) of language.

Discusses the different languages/dialects of ethnic and racial groups living in Louisville.

Discusses reasons why it is becoming increasingly necessary for Americans to speak/understand more than one language.

Gives the purpose(s) of literature.

Names various forms of literature.

Discusses selected literary works.

Defines philosophy.

Describes personal philosophy on selected topics.

Discusses selected philosophers and their influence.

Defines religion.

Discusses religious beliefs of prehistoric and ancient civilizations.

Discusses various present-day world religions.

STRAND Humanities

LEARNING Arts

VOCABULARY: gallery, museum, landscape, scene, photography, prints, reproduction, modern, cubist, sound, colors, shapes, music, painting, sculpture, drawing, crafts, drama, theatre, singer, dancer, artist, literature, poetry, ideas, creativity

OBJECTIVE	TASK ANALYSIS
Names various forms of the arts.	1. Lists a variety of art forms. 2. Classifies each art form as a visual art or a performing art. 3. Names places in Louisville where art forms are continuously demonstrated/displayed.
Discusses the works of selected famous visual artists.	1. Names major themes/subjects depicted by visual arts throughout the ages, e.g., still life, religion, human body, landscape. 2. Discusses art styles/techniques, e.g., cubism, impressionism, realism. 3. Researches the political, religious, economic, and personal factors which influenced the work of a selected artist.
Discusses how art communicates ideas, feelings, and dreams.	1. Discusses music as a universal language. 2. Differentiates between art that is realistic and art that is abstract. 3. Explains how a piece of art can communicate different "things" to different people.

ACTIVITIES	MATERIALS
Have students make a collage showing one or more artistic forms, e.g., sculpture, painting, dance, drama.	Taylor, Joshua. <u>Fine Arts in America</u> . Chicago: University of Chicago Press, 1979. (paperback) (T, M, H)
Visit museums to have students identify art forms, e.g., sculpture and painting at the Speed Museum.	Filmstrips: <u>Art: A Cross Cultural Study</u> . 4 filmstrips with cassettes. Educational Design, 1980. (T, E, M, H)
Have students review TV guides, newspapers, magazines to find listings of various forms of the arts displayed or advertised, e.g., art shows, museum openings, plays, TV drama.	Greenspan, Elaine. <u>Teaching Humanities Today</u> . J. Westen Walch, n.d. (T, M, H)
Have the class select one theme, (e.g., landscape) and compare the treatment of that theme by a variety of artists.	Adair, Margaret W., and Patapoff, Elizabeth. <u>Folk Puppet Plays for the Social Studies</u> . New York: John Day Co., 1974. (E, M)
Have students determine messages conveyed by artists (visual or performing).	
Have students draw or sketch a landscape.	
Have students listen to various forms of music (e.g., classical, symphony, modern, jazz) then discuss feelings/moods music causes individuals to have.	
Have a student from the Youth Performing Arts School to discuss/demonstrate dance movements which convey feelings.	

STRAND Humanities

LEARNING Arts

VOCABULARY: gallery, museum, landscape, scene, photography, prints, reproduction, modern, cubist, sound, colors, shapes, music, painting, sculpture, drawing, crafts, drama, theatre, singer, dancer, artist, literature, poetry, ideas, creativity

OBJECTIVE

TASK ANALYSIS

Discusses how art communicates ideas, feelings, and dreams.
(Continued)

ACTIVITIES	MATERIALS
Have students select two works of art in the same art form, one of which they like and the other they dislike and explain their feelings.	
Ask students to compare the ideas and feelings generated by each of the two works of art.	
Have students discuss factors (e.g., color, lines, shapes) in art works which influenced feelings.	
Invite visual and performing artists to the classroom to demonstrate their skills and to respond to students' questions. Ask the artists to involve students in activities presented, e.g., dance, mime.	

STRAND Humanities

LEARNING Languages

VOCABULARY: language, communication, Esperanto

OBJECTIVE	TASK ANALYSIS
Discusses the purpose(s) of language.	1. Defines <u>language</u>. 2. Discusses development of language in humans.
Discusses the different languages/dialects of ethnic and racial groups living in Louisville.	1. Lists the various ethnic and racial groups currently residing in Louisville. 2. Identifies the language/dialect spoken by each group.
Discusses reasons why it is becoming increasingly necessary for Americans to speak/understand more than one language.	1. Defines language as a systematic means of communicating ideas and emotions. 2. Lists occasions when it is necessary or helpful to know another language.

ACTIVITIES	MATERIALS
Have students use dictionaries and encyclopedias to look up the term <u>language</u> .	
Have students determine how early humans communicated before formalized spoken language occurred.	
Give each student a message written on a slip of paper. Have the student attempt to communicate that message without using spoken or written language.	
Discuss with students how they acquired the understanding and use of a language.	
Invite foreign-born members of the student body, faculty, or community to talk in and about their national language with the class.	
Locate on a map each country where racial/ethnic groups (Louisville) originated. Color-code the countries to indicate languages which have a common background (e.g., Spanish and French are based on Latin).	
Discuss the relationships among geography, language, and culture.	
Conduct a discussion/demonstration on the cues communicated by facial expressions and body language.	

STRAND Humanities

LEARNING Languages

VOCABULARY: language, communication, Esperanto

OBJECTIVE	TASK ANALYSIS
Discusses reasons why it is becoming increasingly necessary for Americans to speak/understand more than one language. (Continued)	3. Discusses what is meant by the statement "the world is shrinking" and its implications for communication.
	4. Discusses pros and cons of proposed legislation to establish English as the official language of the U.S.
	5. Discusses the pros and cons of establishing Esperanto as the international language of the world.

ACTIVITIES	MATERIALS
Allow students to research library sources to find words used in daily language which are foreign in origin, e.g., <u>mosquito</u> , <u>burro</u> , <u>canyon</u> , <u>a la carte</u> , <u>belvedere</u> , <u>yam</u> , <u>sled</u> , <u>wagon</u> , <u>pickle</u> , <u>salon</u> , <u>beret</u> , <u>banquet</u> , <u>pizza</u> , <u>burqoo</u> .	
Ask students to give facts to support the statement "the world is shrinking" (Examples: faster transportation worldwide, more people traveling, more people moving from one part of the world to another, influence of TV). Have students discuss implications as they relate to knowledge of various languages.	
Have students find information about the history of Canada and discuss the problem of French vs. English as related to establishing an official language.	
Have students form debate teams to discuss "pros/cons" for establishing English as the official language of the United States. Include topics such as recording public documents, words used on money (coins/dollars), language of books, language problems of increasing numbers of Spanish-speaking people.	
Have students discuss the effects of the following legislative action: Five state legislatures--in Indiana, Illinois, Kentucky, Nebraska, and Virginia--have recently passed bills making English the official state language. Some U.S. borders may have signs reading "English spoken here, Only English."	

STRAND Humanities

LEARNING Literature

VOCABULARY: character, plot, conflict, dialogue, motive, narrator, setting, theme, antagonist, author, climax, moral, stanza, style, title, tone, metaphor, simile, imagery, rhythm, dialect, theme, essay, drama, short story, fable, play, poem, prose, biography, autobiography

OBJECTIVE	TASK ANALYSIS
Gives the purpose(s) of literature.	1. Defines <u>literature</u>. 2. Lists purposes of literature. 3. Discusses effects literature could have on his/her personal life.
Names various forms of literature.	1. Lists forms of literature. 2. Tells how forms of literature differ from each other. 3. Discusses what the forms have in common.
Discusses selected literary works.	1. Describes general themes of selected great classics. 2. Discusses how selected classics are different/alike from contemporary literature. 3. Selects a literary classic to review. 4. Selects a contemporary work to review.

ACTIVITIES	MATERIALS
Have students discuss how literature provides its writers an avenue to express personal philosophy, joys, fears, beliefs, political preference, or other feelings.	Books of poems, short stories from local school media center
Discuss with students various forms of literature (classical/ contemporary, poem, prose, poetry, play, fable) and discuss with the students how style of writing and organization make the forms what they are.	
Discuss with students how selected forms are different/alike (e.g., poem and fable).	
Demonstrate to student how poems are written (e.g., structure/style). Have students write poems on selected topics.	
Have students read selected classics (e.g., <u>Silas Marner</u> , <u>A Tale of Two Cities</u> , <u>The Necklace</u> , <u>The Scarlet Letter</u> , <u>Moby Dick</u> , <u>Romeo and Juliet</u>) and discuss the works as a total class project.	Eisenberg, Lisa. <u>Laura Brewster Books</u> . Belmont, CA: Pitman Learning, Inc., 1980. <u>Fastback Romance Books</u> . Belmont, CA: Pitman Learning, Inc., 1983.
Discuss with students similarities of classical and contemporary literature, e.g., heroes, good vs. evil, plots, fiction/nonfiction; discuss differences, e.g., period of time, subject, style.	Jerome, Edward. <u>Pacemaker True Adventures Series</u> . Belmont, CA: Fearon Publishing Co., 1979.

STRAND Humanities

LEARNING Literature

VOCABULARY: character, plot, conflict, dialogue, motive, narrator, setting,
theme, antagonist, author, climax, moral, stanza, style, title,
tone, metaphor, simile, imagery, rhythm, dialect, theme, essay,
drama, short story, fable, play, poem, prose, biography,
autobiography

OBJECTIVE

TASK ANALYSIS

Discusses selected literary works.

(Continued)

ACTIVITIES	MATERIALS
Have students give the following information concerning classic/contemporary readings selected: plot/theme, title, main idea, characters, setting, conflict, type of literature, and biographical information about the author.	<u>Dr. Jekyll and Mr. Hyde.</u> <u>The Last of the Mohicans.</u> <u>The Moonstone.</u> <u>Robinson Crusoe.</u> <u>A Tale of Two Cities.</u> <u>Treasure Island.</u> <u>20,000 Leagues Under the Sea.</u> Pacemaker Classics Series. Belmont, CA: Fearon Education, n.d.
Have students compare a selected story to real life situations or other stories, to TV programs, and to movies of which they have knowledge.	<u>The Hound of the Baskervilles,</u> Easy-to-Read Classics. New York: EMC Publishing Company.
Have students discuss their feelings about the story read, e.g., likes, dislikes, how they would have written the story.	
Have the class discuss the qualities/factors that cause a written work to become recognized as a great piece of literature.	

STRAND Humanities

LEARNING Philosophy

VOCABULARY: belief, existence, conduct, universe, relationship, wise, reason,
theorize, moralize, judgment, logic

OBJECTIVE

TASK ANALYSIS

Defines philosophy.

1. Uses a dictionary to define the term philosophy.
2. Discusses purpose of philosophy.

Describes personal philosophy on selected topics.

1. States personal opinions about a variety of given social issues.
2. Discusses how those opinions reflect a basic philosophy.

ACTIVITIES	MATERIALS
Describe the science of logic as a subset of the discipline of philosophy.	
Have students use Venn diagrams to prove/disprove several syllogisms, e.g., True syllogism: All states have Federal highways. Kentucky is a state. Therefore, Kentucky has Federal highways.	
e.g., False syllogism: All dogs have four legs. The horse has four legs. Therefore, the horse is a dog.	
Discuss with the class the philosophical principle of "Eat, drink and be merry, for tomorrow we die." Discuss how someone who espouses such a philosophy would likely act in the areas of personal health, personal finances, and treatment of other people.	
Discuss with students how feelings, values, experiences, information from others, or readings influence what a person thinks or says concerning a topic.	
Discuss with the class the concept that each person has a right to his/her own philosophy/beliefs/values as long as these are not translated into actions harmful to fellow citizens.	
Note: Discourage students from judging the values expressed by their peers.	

STRAND Humanities

LEARNING Philosophy

VOCABULARY: belief, existence, conduct, universe, relationship, wise, reason,
theorize, moralize, judgment, logic

OBJECTIVE

TASK ANALYSIS

Describes personal philosophy on
selected topics. (Continued)

Discusses selected philosophers and
their influence.

1. Researches information concerning
selected philosophers.
2. Discusses the philosophers'
theories.
3. Describes the impact of their
philosophies on world thinking.

ACTIVITIES	MATERIALS
Ask each student to state briefly his/her opinion about each of the following: capital punishment, euthanasia, petty theft by employees, teenage drinking and driving, airplane hijacking, Equal Rights Amendment, federal defense budget, mandatory draft registration, and mandatory schooling.	
Ask students to tell what factors (e.g., parents, peers, media) influenced each of these opinions.	
Discuss how each person's combined opinions in the above topics are reflective of his/her general philosophy about social responsibility.	
Provide students with a list of philosophers, e.g., Plato, Socrates, Jung, Zen, John Dewey. Have students research these philosophers' lives, e.g., where born, when, political/social climate of time. Have students discuss the impact of the major philosophical ideas on the present day, e.g., education, law, medicine, religion.	

STRAND Humanities

LEARNING Religion

VOCABULARY: beliefs, sects, followers, disciples, leader, faith,
supernatural

OBJECTIVE	TASK ANALYSIS
Defines <u>religion</u> .	1. Uses a dictionary to define <u>religion</u>. 2. Discusses definition(s) found.
Discusses religious beliefs of prehistoric and ancient civilizations.	1. Selects a civilization to research religious beliefs (e.g., Egyptian, Aztec). 2. Discusses influence of religion on daily lives of people researched.
Discusses various present-day world religions.	1. Names major world religions, e.g., Protestantism, Judaism, Catholicism, Buddhism, Hinduism, Islam. 2. States one or more major distinguishing beliefs of each of the major religions researched. 3. Discusses worldwide impact of conflicts among religious groups or between religious groups and government officials.

ACTIVITIES	MATERIALS
Have students discuss their various definitions of religion. Use resource books to help with definitions.	<u>Civilizations of the Past: Peoples and Cultures</u> , 1981. (T, E, M, H) (Media Center, Durrett)
Have students discuss the kinds of beliefs ancient people had, and why some or all of these beliefs dissipated over a period of time, e.g., Sumerians, Egyptians, Greeks, Mayas.	
Have students locate on a map the area(s) of the world where each major religion originated and/or is dominant today.	
Discuss some beliefs that most religions have in common. (Keep in the context of history, not personal.)	
Research stories that are common to major religions and are recorded in such books as the Bible, Talmud, and Koran, e.g., stories of creation, stories of a great flood, stories of prophets.	
Have students determine reasons for conflicts among selected religious groups of the same country, e.g., India (death of Mrs. Ghandi), Iran (Islamic sects), Ireland (Catholic and Protestant).	
Have students describe how these conflicts affect other countries, e.g., terrorism, interruption of trade, travel, and immigration.	

STRAND Humanities

LEARNING Religion

VOCABULARY: beliefs, sects, followers, disciples, leader, faith,
supernatural

OBJECTIVE

TASK ANALYSIS

Discusses various present day world
religions. (Continued)

COURSE Social Studies

ACTIVITIES

MATERIALS

Have students research information
on government control over religious
participation in selected countries,
e.g., Russia, Cuba, Poland.

ANTHROPOLOGY

OBJECTIVES

Names the branches of anthropology.

Describes the work of an anthropologist.

Discusses processes used by archaeologists and anthropologists to determine human artifacts.

Discusses significant archaeological finds.

STRAND Anthropology

LEARNING Branches of Anthropology

VOCABULARY: artifact, anthropologist, cultural, physical, site, diggings, excavation, remains, archaeology, lifestyle, human, carbon test, amino acids, archaeologist

OBJECTIVE	TASK ANALYSIS
Names the branches of anthropology.	1. Defines the terms <u>anthropology</u>, <u>cultural</u>, and <u>artifact</u> (as used in context of this strand). 2. Discusses social, physical, and cultural anthropology and archaeology.

ACTIVITIES	MATERIALS
Use Information Sheet, "Branches of Anthropology."	Bonstinge, John J. <u>Introduction to the Social Sciences</u> . Boston: Allyn & Bacon Inc., 1980.
Have students research information on the branches of anthropology, e.g., physical anthropology--study of skin colors, head shapes, blood types, body proportions, and all other human physical features; cultural anthropology--study of social life of human groups and cultures of people in particular social settings, including developing generalizations about social patterns, social structure, and cultural practices found in human societies in different parts of the world.	Information Sheet, "Branches of Anthropology."
Contact personnel from the University of Louisville's Anthropology/ Archaeology Department to come to the classroom to discuss their work and recent archaeological (North America) discoveries, e.g., findings at Monticello (Thomas Jefferson's home in Virginia), archaeological digs in Kentucky.	Resource persons from Department of Anthropology/Archaeology, University of Louisville
Have students read the information at the end of this section (Information Sheet, "Wolf Boy Gulps Meat and Walks on all Fours") on the Wolf Boy of India. Have students act as anthropologists and determine answers to the following questions:	"First Look at a Lost Virginia Settlement," <u>National Geographic</u> , Vol. 155, No. 6 (June 1979), pp. 735-797.
How did the boy arrive at the train station?	"New Clues to Virginia's Lost Settlement," <u>National Geographic</u> , Vol. 161, No. 1 (January 1982), pp. 53-77.
Where did he live prior to being found?	Information Sheet, "'Wolf Boy' Gulps Meat and Walks on All Fours."
How had he gotten his food?	
Why couldn't he communicate in English?	

STRAND Anthropology

LEARNING Branches of Anthropology

VOCABULARY: artifact, anthropologist, cultural, physical, site, diggings,
excavation, remains, archaeology, lifestyle, human, carbon test,
amino acids, archaeologist

OBJECTIVE

TASK ANALYSIS

Names the branches of anthropology.
(Continued)

Describes the work of an
anthropologist.

1. Discusses the formal training of
an anthropologist/archaeologist.

ACTIVITIES	MATERIALS
Why didn't he live to be fifty? Could such a thing happen in the the United States today (support conclusions)? Where (locate on world map) did Ramu live? What did the condition of Ramu's body tell about his lifestyle? Have students draw a picture of how Ramu may have looked when first found (support reasons for making drawing look at it does). Have students determine the importance of Ramu's life to anthropologists. Have students describe the educational training of an anthro- pologist or archaeologist, e.g., college education which includes the study of languages, history, anthro- pology, botany, geology, zoology, as well as field experiences in excavation. (Some archaeologists determine their area of speciality at the graduate level of college.) Have students determine why this kind of training is necessary. Have students determine what kinds of careers are available to anthropologists and archaeologists, e.g., working in the field of research; teaching at colleges and universities; working in museums, in local, state, or Federal government agencies; or writing books or research articles.	

STRAND Anthropology

LEARNING Branches of Anthropology

VOCABULARY: artifact, anthropologist, cultural, physical, site, diggings,
excavation, remains, archaeology, lifestyle, human, carbon test,
amino acids, archaeologist

OBJECTIVE	TASK ANALYSIS
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Describes the work of an
anthropologist. (Continued)

2. Determines the importance of an
anthropologist/archaeological
work.

3. Discusses contributions of
famous anthropologists/
archaeologists.

ACTIVITIES	MATERIALS
Have students determine what anthropologists can tell us from their discoveries and how that information makes their work very important.	
Refer to Information Sheet, "History Buffs Unearth Old Capitol Hideaway."	Information Sheet, "History Buffs Unearth Old Capitol Hideaway."
Have students discuss how archaeologists work with other scientists to find answers to questions, e.g., - What was the earth like during different periods of time? (geologist) - What plants and animals existed during a particular era? (botanists/zoologist)	Games, activities, and simulations for teaching anthropology (work sheets) for students to use inquiry method. Stevens and Shen Co. (M, H)
Have students research the lives/ works of famous anthropologists, e.g., Margaret Mead, Ruth Benedict, the Leakey family, Jane Goodall.	
Have students read biographical sketches on archaeologists, e.g., Howard Carter, discoverer of King Tut's tomb. Have students determine the impact of the works of archaeologists.	
Refer to Information Sheet, "Kentucky's Prehistory."	Information Sheet, "Kentucky's Prehistory."

STRAND Anthropology

LEARNING Branches of Anthropology

VOCABULARY: artifact, anthropologist, cultural, physical, site, diggings, excavation, remains, archaeology, lifestyle, human, carbon test, amino acids, archaeologist

OBJECTIVE	TASK ANALYSIS
Discusses processes used by archaeologists and anthropologists to determine human artifacts.	1. Describes how sites are found or selected for archaeological work.
	2. Discusses how artifacts are determined to be of human origin.

ACTIVITIES	MATERIALS
Have students discuss how sites are selected for archaeological digs, e.g., by chance, accidental finds, arrowheads, spotting sites through aerial photography, historic information left from past civilizations about a site, knowledge of past sites which no longer exist in the original area, speculation on a location where people of the past may have lived (near rivers, caves, oceans), writings (epigraphics, hieroglyphics, books, autobiographies).	
Have students determine how sites below surface level are found, e.g., a drought may reveal artifacts in a dried riverbed, erosions of a river bank may uncover artifacts, farm plowing could uncover old objects, excavating to build an apartment may unearth artifacts.	
Note: Ancient inscriptions were found on a cave shelter wall in the Red River Gorge of Kentucky.	
Have students compare the work of a detective to that of an archaeologist.	
Refer to Information Sheet, "Kentucky's Prehistory."	Information Sheet 4.

STRAND Anthropology

LEARNING Branches of Anthropology

VOCABULARY: artifact, anthropologist, cultural, physical, site, diggings, excavation, remains, archaeology, lifestyle, human, carbon test, amino acids, archaeologist

OBJECTIVE	TASK ANALYSIS
Discusses process used by archaeologists, anthropologists to determine human artifacts. (Continued)	3. Names techniques used to determine the age of human artifacts.

ACTIVITIES	MATERIALS
Have students find information on the following methods used to date artifacts--radio carbon dating called carbon 14, amino acid dating, fluorine content (the longer the bones are in the earth the more fluorine), document inscriptions, absorbed tree ring dating (scientists can match tree rings of area trees found with beams used to build a house and determine when the tree was cut down which can give them an approximation of the age of the house), looking at dates on objects found (such as a coin). Have students discuss the kinds of tools used by archaeologists in their work. Have students determine the importance of tools and materials used, e.g., plaster of Paris, shovels, screens, small brushes, string, wax, muslin, liquid latex. Have students tell why archaeologists make maps. Have students explain why the camera (instant and 35 mm) would be of great help to the archaeologist. Invite personnel from the Eisenberg Museum of Egyptian & Near Eastern Antiquities and Nicol Museum of Archaeology (Louisville) to discuss methods used to classify artifacts (both museums are located in the Southern Baptist Theological Seminary, 2825 Lexington Road). Contact personnel from Blackacre Nature Preserve to schedule a site visit to see archaeological work being done.	Filmstrips/Cassettes: <u>The Tasaday: Stone Age People in a Space Age World.</u> Pathescope Education Media. (M, H)

STRAND Anthropology

LEARNING Branches of Anthropology

VOCABULARY: artifact, anthropologist, cultural, physical, site, diggings,
excavation, remains, archaeology, lifestyle, human, carbon test,
amino acids, archaeologist

OBJECTIVE	TASK ANALYSIS
Discusses significant archaeological finds.	1. Names important archaeological discoveries. 2. Describes the impact of significant finds.

ACTIVITIES		MATERIALS
Have students act as if they were the finders of an important archaeological discovery. Have them make reports on how they located a site, the objects found, and the significance of the site to the world. Have students draw pictures of their find. Examples may include some of the following:		World Book or other encyclopedia
<u>Date</u>	<u>Discovery</u>	<u>People/Places</u>
1748	Pompeii	Italian farmers discovered the site.
1799	Rosetta Stone	A French officer found stone near the Nile River.
1879	Prehistoric wall paintings	Paintings were found on walls in caves in Altamira, Spain.
1922	King Tut's Tomb (Tutankhamon)	Howard Carter and Lord Carnarvon discovered the tomb in Egypt.
1947	Dead Sea Scrolls	An Arab shepherd found the scrolls in a cave near Jericho.

STRAND Anthropology

LEARNING Branches of Anthropology

VOCABULARY: artifact, anthropologist, cultural, physical, site, diggings,
excavation, remains, archaeology, lifestyle, human, carbon test,
amino acids, archaeologist

OBJECTIVE

TASK ANALYSIS

Discusses significant archaeological
finds. (Continued)

ACTIVITIES			MATERIALS
<u>Date</u>	<u>Discovery</u>	<u>People/Places</u>	<u>Lifestyles: An Introduction to Cultural Anthropology.</u> (book) Scribners. (M, H)
1959- 1972	Oldest human remains (to date)	Leakey family in Kenya, and Olduvai Gorge (Northern Tanzania)	
1979 to present	Excavations of sites at Monticello- (Charl- ottesville, VA) home of Thomas Jefferson	Archaeologist and students from James Madison University found more than 10,000 artifacts.	
Have students find information on the Tasaday people. Have students speculate on how they live, why they were not influenced by the 20th century, and what might have happened to them if they were in contact with too many "outsiders" prior to their recent discovery.			<u>Filmstrip/Cassettes:</u> <u>The Tasaday: Stone Age People in a Space Age World.</u> Pathescope Education Media. (M, H)
Have students determine the importance of finding this "primitive" civilization during the late 20th century.			

BRANCHES OF ANTHROPOLOGY

1. Physical Anthropology--Scientists study human, physical biological characteristics. Physical anthropologists search for fossil remains from prehistoric times and trace their development. Cultural remains are sought, e.g., tools, evidence of fire. Some physical anthropologists specialize in the study of primates (chimpanzees, apes). These scientists also analyze the relationship between nutrition and human behavior as well as differences among human beings (blood types, skin colors, hereditary diseases).
2. Archaeology--Scientists study objects made and used by earlier peoples (tools, artwork, pottery, buildings, clothing). These objects help to determine what the social and daily life was like for earlier people.
3. Linguistic Anthropology--Scientists analyze ways in which people communicate with each other, the oral and written language used, relationships between different linguistic groups, connection between the language and other aspects of their culture.
4. Cultural Anthropology--Scientists analyze the cultures of people of the world through investigations including a study of the artwork, houses, tools, music, religious beliefs, and symbols. Scientists also look at how the environment affects the culture and how children learn to become a part of a given culture.
5. Social Anthropology--Scientists analyze social relationships among and between groups of people, e.g., marriages, family life, authority figures and conflicts, treatment of the aged, gender roles, occupations, income, production and distribution of food.
6. Applied Anthropology--Scientists look for ways to improve situations rather than merely analyzing them, e.g., research to determine how to help farmers increase their crop yield or to aid a remote community in developing/implementing educational programs for their children.

Anthropologists work by researching written materials, asking questions, observing, living among groups of people to study their daily living, formulating possible answers or drawing conclusions, and collecting data/evidence.

Most jobs require a college education. Most anthropologists work at colleges and universities. Others work for private firms, governments (local, state, federal), research institutions, but a few collect/display items for museums, and many write books or journal articles.

'WOLF BOY' GULPS MEAT AND WALKS ON ALL FOURS¹

New Delhi, India, Feb. 3 (AP)--A gaunt, snarling lad dubbed the "wolf boy" is providing medical authorities in Lucknow the twin problems of keeping him alive and determining his background.

The doctors said today the boy, who walks on all fours, wolfs down raw meat and laps water like an animal, is 9 years old. With his hair long and matted, he was found in a railway freight car January 17. Though definitely a human, doctors conjecture that he was reared by animals.

The boy was removed to the Balarampur hospital in Lucknow, in north central India, where symptoms of a serious circulatory ailment were noted.

Likes Raw Meat Best

Much against his will he is being fed cooked meat, milk, porridge, fruit juices and pancakes, as well as the raw meat he likes. Despite more than two weeks of hospital care, however, he still lies huddled weakly in his bed, giving an occasional snarl and trying to bite attendants. He cringes from light. He shows little interest in his surroundings until raw meat is produced. This he devours avidly.

The doctors have given him the name Ramu.

The hospital superintendent, Dr. D. N. Sharma, said massage will be used in an effort to restore the boy to normal human shape.

"He has serious contracture of the muscles of the limbs and flexion at both elbow and knee joints," Dr. Sharma said.

Surgical reconstruction to enable him to walk upright is planned after the massage treatments build up his physical strength.

At first there was some speculation the boy might have been reared by jackals. But Dr. Sharma said jackals often devour their young, while she-wolves are known to have strong maternal instincts.

His verdict that Ramu is a "wolf boy" has been drawing a stream of curious visitors to the hospital. One published report said 700 rupees (\$147) had been collected in admission fees.

Dr. Sharma said the boy's jungle childhood is evident from a double set of upper jaw incisors, used to gnaw bones, his clawlike hands with ingrowing nails, and pressure scars on his knees from walking on all fours. (2-3-54)

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ADDITIONAL INFORMATION

In 1968 Ramu the so-called "wolf boy" died. He had lived at the Lucknow City hospital since the time that he was found in January of 1954. While in the hospital he began to consume cooked vegetables which was a major change from his earlier diet of raw meat. Around the age of twenty-six Ramu's health began to fail. Doctors were unsure as to why this occurred. It was speculated that Ramu had "over lived." At the time of his death Ramu was assumed to have been twenty-eight (28).

HISTORY BUFFS UNEARTH OLD CAPITOL HIDEAWAY¹

History buffs hit pay dirt during an archaeological dig on the grounds of the Old Capitol late last month, uncovering a 140-year-old privy where some state employees and legislators apparently stole away for a nip of liquid refreshment, said Elizabeth A. Perkins, the building's curator.

Among the hundreds of artifacts found were bottles of patent medicine, bitters and "Jamaica Ginger," a mixture of ginger, herbs and French brandy, said Ms. Perkins, who coordinated the second annual archaeological investigation of the Frankfort Public Square.

The excavation also unearthed a coffee mug, drinking cups, pieces of spittoons, two silver dollars from the 1880s and an 1836 model U.S. Army flintlock pistol.

The privy--a large underground structure with thick limestone walls--is believed to have been built during the 1840s on the foundation left from the first state jail, which was also underground.

The state jail was built in the northwest corner of the Public Square in 1796. Franklin County used the jail from 1803 until it built its own in 1813.

Forty-two volunteers spent about 700 hours in August, September, and early October removing 14 feet of fill dirt and excavating a 10-by-10-foot compartment of the 80-foot-long privy, Ms. Perkins said.

The archaeology project, which began last year, has produced about 40,000 artifacts, which are now being catalogued.

Next summer, diggers will turn to the remains of the first state arsenal, the first Franklin County Courthouse, or the first interdenominational church in Frankfort, Ms. Perkins said.

The Kentucky Historical Society sponsors the digs. The Kentucky Heritage Council has given the project grants that pay the consulting fees of a professional archaeologist.

¹Robert T. Garrett, "STATELINE--A Report on People and Events in the State Capital," The Courier-Journal, October 20, 1985. Copyright 1985 by The Courier-Journal. Reprinted with permission.

KENTUCKY'S PREHISTORY¹

Archaeological investigations have been going on in Kentucky since 1784. Through this work over 10,000 prehistoric sites have been found and examined. These sites fit into four cultural periods known as Paleo-Indian, Archaic, Woodland, and Mississippian.

Paleo-Indian Culture (circa 15,000 BC-8000 BC)

These were the first people in Kentucky. During this period it was much colder than today because large ice sheets known as glaciers had reached down from the Arctic north almost to Kentucky. Not many Paleo-Indian sites have been found in Kentucky, and those that have been found have not been well preserved. Archaeologists know that because of the extremely harsh conditions and the movement of herd animals the Paleo-Indian must have been very mobile. The Paleo-Indian hunted herd animals such as the mammoth, mastodon, and peccary (a type of pig) which are all extinct now. The Paleo-Indian also hunted elk and deer which still live in North America today. Archaeologists think that the Paleo-Indian collected plants to eat, but are not sure since plants generally do not preserve well. The spears that the Paleo-Indian used had a very distinct projectile point which was very long and had a "flute flake" removed from both sides. This projectile point was used on spears which the Paleo-Indian had to throw at these very large animals from short distances since they had not thought of the atlatl yet. They also had large flint scrapers and knives for skinning and butchering the large animals they killed.

Archaic Culture (8000 BC-1000 BC)

As the glaciers moved northward (they are now found in the Arctic regions and on high mountains) Kentucky very gradually warmed up, and pine and spruce trees moved up from the south. When the pine and spruce trees moved north so did the animals that live in this type of forest. The animals were like those found in Canada today and include badgers, snowshoe hare, wolverine, bears, and a different type of squirrel. With a different environment and different kinds of animals, people had to change the way they got their food. The Early Archaic people developed the atlatl to throw their spears great distances very accurately through the spruce forest. The easiest animal to kill was the white-tailed deer. More meat was available to eat from each deer killed than from each rabbit so the Archaic Indian's life became more and more concentrated on getting deer to eat. The deer was also an important source of hides for

¹Philip J. DiBlasi and Jan Marie Hemberger, "Kentucky's Prehistory" (Paper, Archaeological Survey, University of Louisville, 1985). Used with permission.

clothing and bones for tools. The Archaic Indian moved seasonally following the movements of the deer. Fish, ducks, fresh water mussels as well as nuts and berries were also very important sources of food. In order to most efficiently hunt and gather food the Archaic Indian lived in extended family bands. These extended families might include the mother and father, all of the surviving children, and grandchildren. The bands would move about in the forest, using rock shelters to live in, hunting and gathering everything they could eat. Occasionally, in the spring when the fish were easy to spear or net or in the fall when the trees were covered with nuts, the Archaic bands would get together and collect all the food they could. To prepare plant foods they had gathered the Archaic people used mortars, pestles, and nutstones. Winters were severe during the Early Archaic so storage pits were dug to store nuts to eat during this harsh season. By spring the food was running out and if the hunting was poor, many people would starve. When someone died the Archaic people would usually scoop out an old hearth or storage pit and place the dead person into the pit in a flexed position. They would sprinkle ocher over the person and sometimes place a few personal possessions, such as tools or ornaments, in the pit.

Later by about 6000 BC the forest had gradually changed to the way it is today in Kentucky. This did not make life much easier for the Archaic bands for they still had to hunt and gather everything to eat, moving about in the forest to find food. By the Late Archaic period people began to carefully tend grasses and weeds that had edible seeds. Tending these plants and getting rid of unwanted plants in small clearings is known as horticulture. These clearings were only visited at certain times of the year just like areas where nuts were gathered.

Woodland Culture (1000BC-AD 900)

By around 1000 BC people were trading for all kinds of things from in and around Kentucky. In Kentucky and Southern Indiana there is a very fine flint that was used by the local people and traded to the area now known as Michigan in exchange for copper. Copper was very rare and precious and the local people used the copper to make ornaments, such as beads and rings. But, more precious than copper was maize or corn. Maize had been domesticated in what is now Mexico from grasses, much like the Woodland people were doing here with the local grasses. Maize, however, was much better because there was more edible food from each plant. In the Early Woodland the local people traded for maize and grew it in small gardens as they had been doing with the local grasses. They continued to move about seasonally hunting and gathering. To store and cook the maize, they made crude, thick ceramic vessels. Sometime during the Early Woodland someone thought of the idea of the bow and arrow as a means for hunting though many people still used spears and atlatls.

As time went by the Woodland Indian began to depend more and more on the maize that they grew. They experimented and found it grew best on the fertile floodplains of the rivers and streams. They also discovered that it grew best if they weeded and tended it throughout the spring and most of the summer. Maize was very productive and by selecting the best kernels for planting, the quality of the crop got better and better. They still had to hunt and gather nuts and berries to have food all year, but as the maize crops improved and they planted more each year, they found that they could store it and have a good supply of food almost all year. People began to live in large groups most of the year and then go their separate ways in the fall and winter to survive as best they could. When they lived together in groups they were beginning to form villages. Since not everyone in the village had to spend the time getting food, people began to specialize. Some people made pots, mostly the women, while the men hunted and even traveled great distances to trade for special things like alligator and shark teeth from the Gulf of Mexico, obsidian from the west, and mica from what is now Ohio. They began to build small earth mounds to bury special people from the village and in many cases buried some of these very special things with them.

Mississippian Culture (AD 900-AD 1650)

By AD 900 people were very dependent on maize for food and constantly tended to these crops which were planted in large fields. This practice is known as agriculture. They still hunted and gathered, but not nearly as much as they had to before. They also lived in villages that traded with each other. Archaeologists have found that by this time the villages were lived in all year around, and hunting and gathering expeditions went out from the villages for only short periods.

The villages grew larger and some even formed into towns with as many as 1000 people. These towns were generally located on the floodplains of large rivers near the agricultural fields. The idea that the Woodland people had of building small mounds to bury the dead is continued, but since there were more people the mounds got much bigger. Groups of very special people, known as the religious and political leaders began to develop. These were generally composed of the older men of the village. Special symbols of the religion, such as the "weeping eye," the "rattlesnake men," and equal arm crosses are found by archaeologists. Many have been carved very carefully onto large sea shells called conchs which have been brought from the Gulf Coast.

Archaeologists have found out that the villages "went to war" with each other. Some villages had walls which were four meters (16 feet) tall all the way around them with bastions located at equal distances from each other. These bastions were spaced at distances equal to the deadly range of the bow and arrow (40 meters) and some archaeologists think that this was planned so the defenders could lay down a fan of arrows to keep the enemy out. Large supplies of rocks have also been found in the bastions, indicating they threw rocks at the enemy.

The wars that the Mississippian Indians made amongst themselves were nothing like the war of disease that the Europeans waged on them. The Europeans did not purposely bring disease. They did not know that the Indians did not have the resistance to defend themselves from measles, chicken pox, and other diseases which the Europeans brought with them. The Mississippian Indians were also not prepared for guns. The gun could kill from a much greater distance than an arrow and with greater accuracy. If trouble developed between the Mississippians and the Europeans, the Europeans almost always won.

Glossary

AD--after the Christian era (from Latin anno Domini--in the year of our Lord)

Agriculture--the practice of planting, tending, and harvesting crops for food

Antler tine--the naturally sharp, pointed end of a deer antler used by people for piercing hide and pressure flaking.

Archaeologist--a person who studies past peoples through their artifacts and remains

Archaeology--the scientific study of past peoples through their artifacts and remains

Artifact--any object made or modified (changed) by people

Assemblage--a collection of items or objects that make up the whole

Atlatl--a spear thrower; a short stick that gives increased leverage to the arm when hurling a spear with a handle on one end, a weight in the middle, and a hook on the other end

Atlatl weight--used on an atlatl to put more power behind a thrown spear

Ax--groundstone tool with a sharp cutting edge used for chopping or crushing

Bastion--a portion of a fort's wall that extends outward

BC--before the Christian era (before Christ) (See AD.)

Biface--unfinished chipped stone tool partially worked to the shape and size of the intended tool (sometimes called a blank)

Celt--a groundstone tool used for working wood

Ceramic vessels--storage containers made of clay that has been mixed with a temper and then fired

Chipped stone--a flint object that has been shaped by striking off small pieces called flakes or chips

Copper--a soft reddish colored metal found in nature and used by prehistoric people by pounding into shapes

Core--a piece of flint left over after flakes have been knocked off. The flakes are used to make tools such as scrapers, projectile points, or knives.

Culture--how people do things, which are learned by an individual and shared with others

Domesticated--to make tame, especially by controlled selection for the improvement of the quality of the stock

Drill--a chipped stone tool used to make holes in wood, shell, or bone

Ethnographic accounts--written descriptions of living people and their culture. Descriptions of the New World Indians by the Spanish and French explorers are used by archaeologists to understand how certain artifacts were used.

Excavation--carefully digging and removing of dirt [earth]

Extended family--a group composed of parents, their children, and other relatives who live together as a single family

Extinct--no longer existing or alive

Faunal--relating to animals

Feature--evidence of human activity which cannot be picked up but can be measured and photographed, such as a firepit or food storage pit (like a hole in a doughnut)

Fire-cracked rock--rock cracked by the heat of a fire after being used to line or ring a hearth. Fire-cracked rock also is a result of cooking by heating the rock and then putting it in the fragile ceramic vessels.

Flint--a rock that is formed in limestone, that is very hard and breaks like glass if struck. It is found in many colors, and when broken it has very sharp edges.

Flint chippage--pieces of flint left over from shaping a tool from flint

Flexed--to be made small by drawing the arms and legs close to the body, curled up in a ball

Floral--relating to plants

Groundstone--an object made by abrading or rubbing away excess material, generally made from igneous rock

Hammerstone--a stone used to knock flakes off while making a tool from flint

Hearth--a pit, sometimes lined or ringed by rock, used to build a fire for cooking or heating

Historic--the past that has been recorded in written records

Horticulture--the cultivation of a small plot of land in order to grow things to eat

Knife--a chipped stone tool used for cutting meat

Mica--an unusual stone that resembles modern, clear sheets of plastic

Mortar--a basin-shaped stone used with a pestle to pulverize (crush) various materials and foodstuffs

Net bags--bags woven or knotted from plant material and used for carrying food and other materials

Nonrenewable resource--something that is important and exists in limited number--once used up there will never be any more of them.

Nutstone--a flat stone with depressions (hemispherical) to hold nuts for cracking

Obsidian--a volcanic glass, a very precious material used to make special tools

Ocher--yellow to reddish brown clay or earth used as paint

Pestle--a groundstone tool used with a mortar for grinding seeds and cracking nuts

Prehistoric--the past before written records. For the New World this would be before the Spanish explorations of the 1500s.

Preserved--kept from damage or decay

Pressure flaking--a way of making chipped-stone tools by pressing off flakes using the tip of an antler tine

Projectile point--a chipped-stone tool attached to the end of a spear or arrow shaft and used for killing

Refuse--worthless matter, waste, materials that are no longer needed

Reconstruct--to put together again

Rockshelter--an overhang at the base of a cliff or bluff that is large enough for people to live under

Scraper--chipped stone tool used to remove fat from the underside of an animal hide

Site--an area of human activity--where someone has done something [e.g., built a village, dug a grave]

Storage pits--a hole dug into the ground and used for keeping food or material for tools

Stratigraphy--a buildup of layers produced by human activity (like dumping garbage) or by nature (like flooding). The oldest material is on the bottom layer and the youngest is on the top (this is known as "the law of superposition").

Temper--a solid material added to the clay used in making pottery to reduce shrinkage during drying and firing

Town--larger than a village. Usually planned and frequently having a plaza (central marketplace), temple mounds, burial mounds, and usually surrounded by farmlands.

Village--a small cluster of houses where people live close together

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SOCIOLOGY

OBJECTIVES

Defines culture.

Describes how various cultures have shaped American society.

Describes human behaviors which are universal in American society.

Lists reasons why cultural change occurs.

Describes circumstances which inhibit cultural change.

Discusses social movements which have caused changes in America/world.

Defines values.

Explains how cultural values are transmitted from generation to generation.

Discusses basic values held in American society.

Defines norms.

Tells how social norms are formed.

Differentiates among norms, folkways, mores, and laws.

Defines deviant behavior.

Describes behaviors which are termed deviant in school/community.

Discusses the effects of various deviant behaviors on society.

Lists purposes of family.

Identifies different kinds of families.

Discusses roles of family members.

Explains concept of community.

Lists different roles of community members.

Describes characteristics of urban, suburban, and rural communities.

Defines environment.

Describes how people adapt to their physical environment.

Describes lifestyles of people in different environments.

Discusses implications of physical/emotional changes which take place during adolescence.

Describes personal, peer, and family crises which arise during adolescence.

Compares adolescence in U.S. with other countries.

Determines goals/aspirations generally formulated by young adults (ages 17-39).

Discusses mid-life crises and possible causes (ages 40-59).

Explores myths/assumptions related to late adulthood (60 and older).

Defines minority.

Differentiates between racial and ethnic minorities.

Discusses why conflicts arise between majority and minority groups.

Lists rights of women prior to 1800.

Explains factors in American culture which have impact on the role of women.

Describes the effects of the women's rights movement since 1848.

Describes the stereotypic role of men.

Lists reasons why the role of males in American society has undergone change.

Discusses advantages and disadvantages for men and women within traditional sex roles.

Lists major American social institutions.

Explains the purpose of social institutions.

Discusses the history of public education in America.

Lists conditions/situations which are considered social problems in American culture.

Discusses causes of social problems.

Describes effects of social problems on society.

Describes the relationships between rising technology and urbanization.

Explains the influence of technology on the earth's environment.

Discusses how population patterns influence human behavior.

STRAND Sociology

LEARNING Culture

VOCABULARY: culture, human behaviors, immigrant groups, universal, accepted, expected, exchange, values, subculture

OBJECTIVE	TASK ANALYSIS
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Defines culture.

1. Gives the meaning of culture as it relates to this course.

2. Have students determine if the term culture applies only to humans.

Describes how various cultures have shaped American society.

1. Discusses how various cultures have shaped American society.

ACTIVITIES	MATERIALS
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Have students work out a definition for culture, using dictionaries and other reference books, e.g., the total way of life of a group of people, the way a society lives or is organized--its customs, arts, conveniences.

Lerner Ethnic Studies Library.
29 Vols. Minneapolis, MN: Lerner Publications. (History of 27 ethnic American groups)

Have students make a chart listing criteria which are considered to be components of a culture, e.g., customs, arts, conveniences. Have students determine if specific animal groups would qualify as having a culture. (Jane Goodall's study of chimpanzees in Africa would be a good reference.) Sample Chart:

Criteria	Chimps	Yes	No
<u>Use of tools</u>			
<u>Customs</u>			
<u>Social order</u>			
<u>Work roles</u>			
<u>Language</u>			
<u>Value</u>			

Have students discuss how different cultures have affected our American (Louisville in particular) culture in the following areas:

- a. religion
- b. art
- c. food
- d. music
- e. language
- f. ceremonies
- g. fashions
- h. values.

STRAND Society

LEARNING Culture

VOCABULARY: culture, human behaviors, immigrant groups, universal, accepted,
expected, exchange, values, subculture

OBJECTIVE

TASK ANALYSIS

Describes how various cultures have
shaped American society. (Continued)

2. Describes the teenage subculture.

Describes human behaviors which are
universal in American society.

1. Names common behaviors in
American society.

2. Discusses behaviors commonly
accepted in other cultures which
are not common in the U.S.

ACTIVITIES	MATERIALS
Have students suggest ways in which the U.S. society would be different without the contributions/influences of various immigrant populations.	
Have students discuss the style of living, dress, language, and music of various teen subcultures. Have students determine likenesses/differences from adult cultures. Have students determine the feelings/values expressed through the teenage subculture.	
Have students discuss how/why teens after becoming adults have the same appearance and dress in the same manner as adults that they disassociated themselves from in their youth.	
Have students suggest expected behaviors found in the U.S. society, e.g., the wearing of clothes in public, compulsory education up to age 16.	
Have students discuss how the environment plays a part in the development of a culture, e.g., cold climates dictate the wearing of clothes, shoes; geographic areas which have an abundance of fish influence the eating habits of the populace.	
Have students research various cultures to determine behaviors which are accepted, e.g., carrying goods on top of head--Asia, Africa, Jamaica; wearing veils--Iran, India, and certain African countries.	

STRAND Sociology

LEARNING Cultural Change

VOCABULARY: cultural change, inhibit, social movements, social pressure,
influence

OBJECTIVE	TASK ANALYSIS
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Lists reasons why cultural change occurs.

1. Names recent changes in American culture.

2. Discusses why cultural change occurs.

Describes circumstances which inhibit cultural change.

1. Discusses circumstances which inhibit cultural change.

2. Describes how media inhibit cultural change.

ACTIVITIES	MATERIALS
Have students suggest ways in which cultural changes take place, e.g., through changes in environment, contact with other cultures, inventions, wars, apparent need for changes. Have students determine ways in which American culture has changed in the past ten years, e.g., - language terms which denote space exploration (outer space, spaced out, Lunar module, space walk, sky walk) - clothing denoting European influence - foods consumed indicating impact of other cultures, e.g., Chinese, Mexican. Have students discuss circumstances which keep a culture from changing, e.g., social pressures, customs, lack of need to change, prejudices, lack of or little contact with "outsiders." (The Tasadays of the Philippines and certain tribes/groups in remote areas of Africa and of South America live a primitive lifestyle even today.) Ask students to describe TV programs which have contributed to the stereotyping of minorities and the elderly.	

STRAND Sociology

LEARNING Cultural Change

VOCABULARY: cultural change, inhibit, social movements, social pressure,
influence

OBJECTIVE	TASK ANALYSIS
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Discusses social movements which
have caused changes in America/world.

1. Describes social movements which
have caused changes in America.

2. Discusses world-wide social
movements endeavoring to bring
about change.

ACTIVITIES	MATERIALS
Have students research the social movements which have led to cultural changes in the U.S. from its inception to the present time. Have students determine reasons for resistance and later change. Such movements would include:	
a. child labor law b. woman's suffrage c. prohibition d. civil rights e. child abuse laws f. drunk driving and other drug abuse laws.	
Have students determine who participates in the movements to bring about social change and tell how the participants bring about changes.	
Have students determine through research social/cultural changes which have or are occurring in other countries as the result of political protest activities (by U.S. or other countries), e.g., impact on South Africa to change apartheid, protests against storing nuclear weapons/missiles in Europe, monitoring by UNESCO to change treatment of children in underdeveloped countries.	
Discuss factors which influence the speed with which a cultural change is implemented.	

STRAND Sociology

LEARNING Cultural Values

VOCABULARY: values, transmitted, priority, family, society, laws, heritage

OBJECTIVE	TASK ANALYSIS
Defines <u>values</u> .	1. States the meaning of <u>values</u> as it relates to this course. 2. Describes how cultural values are formed.

Explains how cultural values are transmitted from generation to generation.

1. Tells values own family has passed on from one generation to the next.
2. Discusses how cultural values are transmitted from generation to generation.

ACTIVITIES	MATERIALS
Have students discuss the meanings of values:	<u>RAFA RAFA</u>. Simile II or Social Studies Services. (M, H) (Simulation in which students adopt a different culture and evaluate the make-believe culture to bring about understanding of cultures)
Ideas and things a given group of people consider good, bad, important, or unimportant to a thing, situation, or action	
Standards that tell us how to judge objects and actions in our lives	
Have students describe behavior, things, or precepts which are valued in their families. Caution: Ask students not to make value judgements concerning comments made by their peers.	
Have students determine how a culture determines certain ideas, concepts, and behaviors to be of value.	
Have students list ideas, concepts, and behaviors which are considered of value in American culture, e.g., work, education, religion, family.	
Have students "brainstorm" ways in which cultural values were passed to them and how they will pass the values on to their children. Examples:	
a. through teaching of individual family members b. through churches/synagogues c. in family gatherings/ discussions d. in school	
Have students tell how society, in general, teaches what it holds to be important, e.g., schools, books, laws, courts, TV, radio.	

STRAND Sociology

LEARNING Cultural Values

VOCABULARY: values, transmitted, priority, family, society, laws, heritage

OBJECTIVE	TASK ANALYSIS
Discusses basic values held in American society.	1. Lists basic values held in American society. 2. Describes why certain values have high priority.

ACTIVITIES	MATERIALS
Have students work in groups to make a list of ideas/concepts which are highly valued in American culture.	
Have students determine from their list of ideas/concepts which have higher value over others, e.g., having a job, getting an education, supporting self, taking care of children, running a business.	Bonstinge, John J. <u>Introduction to the Social Sciences.</u>
Have students discuss the meaning of heritage as it relates to American cultural values.	

STRAND Sociology

LEARNING Social Norms

VOCABULARY: norms, folkways, mores, laws, legal, written, informal, social

OBJECTIVE	TASK ANALYSIS
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Defines norms.

1. Gives meaning of norms.

2. Lists norms.

Tells how social norms are formed.

1. Discusses how social norms are formed.

2. Describes formation of school norms.

ACTIVITIES	MATERIALS
Have students use dictionaries (or textbook) to look up the meanings of <u>norms</u>. Ask students to work in groups to determine the "norms" in Louisville/Jefferson County, e.g., normal expectations for behavior that the society holds for its members including laws, moral rules, traditional ways of behaving.	
Have students make a chart of accepted norms and determine comparable norms with other countries, e.g., making chewing noises while eating or not making sounds, burping after completion of a meal or not belching, wearing lipstick at an early age or not wearing it until adulthood, wearing earrings (men and women).	
Have students form small groups to discuss how social norms are formed. Have students describe how district school norms are formed. Let students develop a new norm for their classroom.	

STRAND Sociology

LEARNING Social Norms

VOCABULARY: norms, folkways, mores, laws, legal, written, informal, social

OBJECTIVE	TASK ANALYSIS
Differentiates among norms, folkways, mores, and laws.	1. Describes folkways of Kentucky. 2. Determines how norms, folkways, and laws differ.

ACTIVITIES	MATERIALS
Have students determine how folkways are developed and maintained.	
Ask students to define <u>folkways</u> in their own terms and discuss folkways of Kentucky.	
Have students work in groups to give classroom reports on various folkways of Louisville/Jefferson county. Then have pairs of students provide examples of the norms, folkways, mores, and laws.	
Have students work in pairs to discuss how norms, folkways, mores, and laws differ from each other, e.g., norms, folkways, and mores are enforced by informal means; laws often reflect the mores of a society and are usually written and enforced through formal controls (courts, law enforcement authorities, and penalties).	
See Information Sheet, "Norms, Folkways, Mores, and Laws," at the end of this section.	Information Sheet, "Norms, Folkways, Mores, and Laws."

STRAND Sociology

LEARNING Deviant Behavior

VOCABULARY: deviant behavior, society, counseling, chemical therapy,
institutionalization, child abuse

OBJECTIVE	TASK ANALYSIS
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Defines deviant behavior.

1. Gives the meaning of deviant behavior as it pertains to this course.

2. Tells who determines behaviors to be deviant.

Describes behaviors which are termed deviant in school/community.

1. Discusses behaviors which are termed "deviant" in school/community.
2. Determines reasons for deviant behaviors.

ACTIVITIES	MATERIALS
Have students discuss the meanings of <u>deviant</u> as it relates to the concept of behavior. Possible definitions are these: - behavior that is not conforming to a social norm - behavior that is noticeably different from what is "normal" - behavior which causes harm to self and/or others. Have students determine how a community decides whether a behavior is deviant or not, e.g., through written laws, through judicial system. Ask students to describe behaviors which are defined as deviant in school or at home, e.g., fighting adults. Have students determine reasons why deviant behaviors occur, e.g., means of self-expression, phase in teen growth, neglect, mental illness, personal needs, a "phase in life," peer expectations.	

STRAND Sociology

LEARNING Deviant Behavior

VOCABULARY: deviant behavior, society, counseling, chemical therapy,
institutionalize, child abuse

OBJECTIVE	TASK ANALYSIS
Discusses the effects of various deviant behaviors on society.	1. Describes methods used to control serious deviancy.
	2. Describes the effects of various deviant behaviors on society.

ACTIVITIES	MATERIALS
Ask students to discuss efforts by school, local, and state agencies to help persons with minor/serious deviancy problems by counseling, chemical therapy, institutionalization.	
Have students conduct a panel discussion on the effects of various deviant behaviors within society.	
Examples:	
a. Driving while intoxicated may lead to jail/death/disgrace. b. Vandalism may lead to bad reputation/loss of money/jail. c. Child abuse may lead to loss of child through death or through the courts or to jail term for the convicted abuser.	
Schedule a student discussion of how deviancy "costs" society (in loss of human resources/potential, money for court cases, loss of family earnings).	

STRAND Sociology

LEARNING Family

VOCABULARY: family, roles, mother, father, aunt, uncle, grandmother, grand-
father, sister, brother, baby, elderly, rural, urban, mobile,
transfer, retirement homes, nontraditional

OBJECTIVE	TASK ANALYSIS
-----------	---------------

Lists purposes of family.

1. Names own family members.
2. Discusses purposes of a family.

Identifies different kinds of families.

1. Lists different kinds of families.
2. Compares family structure of American families with those of other countries.

ACTIVITIES	MATERIALS
Have students name family members, e.g., siblings, parent(s), relatives.	<u>In Your Family</u> . Book 1. To Be a Good American Series.
Have students list purposes of the family within society, e.g., a. produces offspring, b. passes on society's culture, c. forms a method of social control, d. gives child a status in social structure, e. provides companionship and affection.	
Have students identify various types of family structures and discuss the roles of its members, e.g. a. nuclear b. extended c. communal d. aggregate.	Filmstrips: <u>Family Cross-Cultural Study</u> . Educational Designs. (E, M, H)
Have students verbalize the ways in which the different kinds of families function.	
Ask students to research information on the family structure of selected countries and make a report.	

STRAND Sociology

LEARNING Family

VOCABULARY: family, roles, mother, father, aunt, uncle, grandmother, grand-
father, sister, brother, baby, elderly, rural, urban, mobile,
transfer, retirement homes, nontraditional

OBJECTIVE	TASK ANALYSIS
Discusses roles of family members.	1. Describes roles of family members.
	2. Compares roles of family members.
	3. Describes the changes in family roles.

ACTIVITIES	MATERIALS
Have students discuss the roles assumed by various family members, e.g., parents, relatives, children.	
Have students compare the roles of family members in selected countries with those of the American family.	
Ask students to speculate on the family roles they may assume as they grow older. Have students discuss the term <u>nontraditional</u> as it relates to the roles of males and females in a family.	
Have students discuss how the family structure of past times was different from the family composition of today. Have them explain how they are alike. Have them discuss impact of situations/inventions which caused changes of family lifestyles, e.g., from rural to urban, automobile transportation provided more independence for females in youth, retirement homes are utilized to meet needs of older members rather than grandparents moving in with their children and grandchildren.	

STRAND Sociology

LEARNING Community

VOCABULARY: community, members, urban, suburban, rural, remote, congested

OBJECTIVE	TASK ANALYSIS
-----------	---------------

Explains concept of community.

1. Defines community.

2. Describes various communities.

Lists different roles of community members.

1. Discusses different roles of community members.

2. Discusses the relative importance of the roles played by various community members.

ACTIVITIES	MATERIALS
Have students suggest definitions for the idea of community.	
Lead students in developing a definition of <u>community</u> , having them use a dictionary or other sources. Possible definitions are these:	
a. the social environment in which a person lives	
b. interpersonal relationships-- permanent groupings of people, families, and institutions bound together by traditional and psychological ties.	
Have students personalize the concept of community by describing their own community as well as their school's community.	
Have students describe communities other than those found in the United States.	
Have students provide a list of recognized roles of community members, e.g., ministers, teachers, mayor, city council members.	
Have students work in groups to develop a mock community. Have them determine the persons who will live in the community and their roles.	
Have students describe impact on a community if it had no ministers; no teachers; no police force. Lead students to an answer to the question, Is one role group any more vital than another?	

STRAND Sociology

LEARNING Community

VOCABULARY: community, members, urban, suburban, rural, remote, congested

OBJECTIVE	TASK ANALYSIS
Describes characteristics of urban, suburban, and rural communities.	1. Names local urban, suburban, and rural communities.
	2. Gives critical attributes of urban, suburban, and rural communities.
	3. Compares characteristics of urban, suburban, and rural communities.

ACTIVITIES	MATERIALS
Have students define the terms <u>urban</u> , <u>suburban</u> , and <u>rural</u> .	
Have students name the kind of community in which they live based on the urban, suburban, and rural definitions.	
Have students tell the characteristics of urban, suburban, and rural areas. Have students tell areas of Louisville, Jefferson County (or Kentucky) which best fit the aforementioned terms.	
Have students role play members of urban, suburban, and rural communities. Have students give welcoming speeches to a "celebrity" who is visiting their adopted communities, wherein they cite characteristics of their communities, e.g., a. occupations b. environment (pollution, factories) c. size of communities (buildings, mobility) d. population (density, cultural composition, social classes) e. arts and recreation f. medical facilities.	
Have students discuss the interrelatedness of urban, suburban, and rural communities.	

STRAND Sociology

LEARNING Environment

VOCABULARY: environment, adapt, change, modification, survival

OBJECTIVE	TASK ANALYSIS
-----------	---------------

Defines environment.

1. Tells what environment means.
2. Discusses different kind of environments.

Describes how people adapt to their physical environment.

1. Lists ways in which people adapt to various physical environments.

2. Discusses results when important adaptations are not made.

ACTIVITIES	MATERIALS
Have students discuss the meaning of <u>environment</u> with reference to various types of environments, e.g., social, cultural, physical, natural, ecological.	
Have pairs of students produce drawings which show the adaptations made by people in various physical environments, e.g., - Eskimo--fur clothing, low to ground housing, ice fishing, use of fossil fuel for heat and cooking. - South Sea Islander--light, airy clothing; open-air housing; dependence on vegetation for food; need heat for cooking, not warmth.	
Have students discuss changes of environment (surroundings) from one community/neighborhood to another, e.g., moving from Kentucky to New York would involve changes in weather and work, plus environmental, social, and cultural changes.	
Have students discuss what would happen to people in various environments if they didn't adapt in situations such as the following: Moving to a new neighborhood very unlike the one lived in previously, visiting another state having a climate different from the home state.	

STRAND Sociology

LEARNING Environment

VOCABULARY: environment, adapt, change, modification, survival

OBJECTIVE	TASK ANALYSIS
-----------	---------------

Describes lifestyles of people in different environments.

1. Identifies lifestyles of people in different environments.

2. Contrasts different environments which lead to various lifestyles.

ACTIVITIES	MATERIALS
Have students determine the life-styles of people who live in eastern or western Kentucky.	
Have students research and compare lifestyles of people living in different environments, e.g., a. blacks in South Africa/U.S. b. Jews in Russia/Israel/U.S. c. women in Iran/China/U.S. d. senior citizens in Japan/Mexico/U.S. e. teens in Romania/Louisville.	
Have students discuss how people of these areas have adapted to living in their political and physical environments.	
Have students determine why people have specific lifestyles and what it takes to maintain a lifestyle.	
Have students determine why people change their lifestyles and how they accomplish the change.	

STRAND Sociology

LEARNING Adolescence

VOCABULARY: adolescence, physical, emotional, personal crises, peer crises,
family crises

OBJECTIVE	TASK ANALYSIS
Discusses implications of physical/emotional changes which take place during adolescence.	1. Describes physical changes during adolescence. 2. Identifies emotional changes during adolescence.
Describes personal, peer, and family crises which arise during adolescence.	1. Discusses personal crises which may arise during adolescence. 2. Discusses peer crises which may arise during adolescence. 3. Discusses family crises which may arise during adolescence.

ACTIVITIES	MATERIALS
Have students chart the physical changes which may take place during adolescence. Have them discuss the variations which may happen in individuals as adolescence occurs.	
Have students list reasons why adolescents experience emotions which are confusing and sometimes cause problems between self and peers or self and adults.	
Have students verbalize the personal crises which may come with adolescence, e.g., - changes which take place (personal and physical), - coping with transition from childhood to adulthood, - insecurities.	
Have students describe the peer pressures which may occur during adolescence, e.g., - being accepted by peers and being part of the "in" group, - learning to get along with others, - fighting for leadership.	
Have students determine reasons why family crises may arise during adolescence due to questioning parental value system, wanting to express independence, and/or dating conflicts.	
Have students offer suggestions on how to handle various family crises which may arise during adolescence.	

STRAND Sociology

LEARNING Adolescence

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
-----------	---------------

Compares adolescence in U.S. with other countries.

1. Discusses adolescent phase of youth in other countries.

2. Compares problems of U.S. youth with those of other countries.

ACTIVITIES	MATERIALS
Have students research information on adolescents in selected underdeveloped and industrialized countries.	<u>Identify.</u> (An interaction unit analyzing the identity problems of adolescence) Interact. (M, H)
Have students discuss manhood/womanhood rites. Have students discuss how adolescence is viewed in other countries. Have students compare likenesses and differences of U.S. and the countries researched.	
Have students discuss teen suicide. Have them determine reasons why a teen would contemplate taking his/her life, e.g., peer pressures, family pressures.	
Have students discuss other countries which have high teen suicide rates, e.g., Japan, Sweden. Have students determine why this occurs. Guide a discussion of avenues that a troubled teen might seek to get help, e.g, family, church, friends, professional help.	
Have a speaker from the district's Suicide Prevention Program talk with class.	
Invite speakers who were raised in various foreign lands (but now living in Louisville) to visit the classroom. Have students ask prepared questions regarding the speakers' adolescent years or about adolescents in their countries (source of speakers: Heritage Weekends, Louisville Area Chamber of Commerce).	
Have students determine if adolescence is an American phase of life or if adolescence occurs in other countries.	

STRAND Sociology

LEARNING Adulthood

VOCABULARY: goals, aspirations, mid-life crises, adulthood

OBJECTIVE	TASK ANALYSIS
Determines goals/aspirations generally formulated by young adults (ages 17-39).	1. Describes how goals/aspirations are determined. 2. Discusses goals/aspirations generally formulated by young adults. 3. Describes how goals/aspirations are achieved.
Discusses mid-life crises and possible causes (ages 40-59).	1. Defines <u>mid-life</u> and <u>crisis</u>. 2. Describes mid-life crises and possible causes.

ACTIVITIES	MATERIALS
Have students discuss factors which influence what a person wants to be or do later in life, e.g., parents, education, skills, talents, self-esteem, personal desires.	<u>Cycle</u> . (An interaction unit introducing the stages of human life cycle) Interact. (M, H)
Have students provide a listing of goals/aspirations generally associated with young adults, e.g., a. having fame, b. getting job, c. buying a car, d. raising children, e. getting married, f. buying home, g. earning/having lots of money.	
Have students list ways in which those things which are desired in life are acquired by planning, working, saving, or by inheriting money or property.	
Have students visit the library to obtain material which defines and investigates the concept of mid-life crisis.	
Have students determine if mid-life crisis is an American phenomenon or whether it occurs in other cultures.	
Have a panel discussion on the causes of a mid-life crisis, e.g., a. physical changes b. change in self-concept c. increase in anxiety symptoms d. change in direction and goals e. fear of old age f. adjusting to a youth-oriented society g. fear of economic stability h. little opportunity to exercise creative ability	

STRAND Sociology

LEARNING Adulthood

VOCABULARY: goals, aspirations, mid-life crises, adulthood, myths, assumptions

OBJECTIVE	TASK ANALYSIS
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Discusses mid-life crises and possible causes (ages 40-59).
(Continued)

Explores myths/assumptions related to late adulthood (60 and older).

1. Discusses myths/assumptions related to late adulthood.
2. Describes the perception/treatment of older persons in selected countries of the world.
3. Discusses the impact of the increasing number of persons over age 60 on social and governmental institutions.

ACTIVITIES	MATERIALS
Ask students to determine how people handle "midlife crises" and where help can be sought to handle problems.	Smith, Gary. <u>Teaching About Aging</u> . Center for Teaching International Relations, o.p. (T, E, M, H)
Have students list common misperceptions/stereotypes/myths associated with persons 60 and older, e.g., not creative, sickly, not interesting.	
Have students describe characteristics of persons they know who are 60 or older in terms of skills, talents, jobs held, and interests.	
Have students research literature to determine how older persons in other cultures are viewed/treated.	
Have students discuss the plight of older persons in the U.S., e.g., jobs, Social Security, medical provisions, housing, food.	
Have students locate information on the group called "Gray Panthers" and tell what their role is. Have students discuss issues which are concerns of the Gray Panthers. Have students determine why this group was formed. (See Information Sheet, "Gray Panthers," at the end of this section.)	Information Sheet, "Gray Panthers."
Have students role play a situation in which social and governmental officials are working together to make plans to accommodate the future needs of Louisville's persons over the age of 60.	

STRAND Sociology

LEARNING Minorities

VOCABULARY: minority, racial, ethnic, majority, legislation, laws

OBJECTIVE	TASK ANALYSIS
Defines <u>minority</u> .	1. Gives a meaning of the term <u>minority</u>. 2. Discusses groups of people who could be classified under term <u>minority</u>.
Differentiates between racial and ethnic minorities.	1. Defines <u>racial</u> and <u>ethnic</u>. 2. Names ethnic groups living in Louisville/Kentucky.
Discusses why conflicts arise between majority and minority groups.	1. Describes why conflicts arise between majority and minority groups.

ACTIVITIES	MATERIALS
Have students discuss the meaning of <u>minority</u> and <u>majority</u> .	Ball, Grant, and Rosch, Lee. <u>Civics</u> , Unit 7. Chicago: Follett Corp., 1978.
Ask students to list groups which are considered minorities in U.S. and other parts of world, e.g., women making over \$100,000 a year, geniuses, men over seven feet tall, Asian Americans.	
Have students list the world's races of people and designate areas most commonly associated with various races, e.g., Chinese in China, Arabs in Middle East.	Shapiro, Alan, et al. <u>Black</u> . America, Land of Change Series. Chicago: Science Research Associates, 1970.
Have students use a dictionary to define <u>ethnic</u> . Have students discuss the difference between the terms <u>ethnic</u> and <u>race</u> .	<u>Equality</u> . (A simulation of the struggle for racial equality in typical American City) Interact. (M, H)
Have students provide reasons for conflicts between minority/majority groups locally and world wide. Possible reasons are these:	
a. difference in value systems, b. misunderstanding, c. language, d. culture, e. historical conflicts, f. prejudices, g. fighting over land, h. pressure of economic times, i. greed, j. lack of respect for each others' rights.	

STRAND Sociology

LEARNING Minorities

VOCABULARY: minority, racial, ethnic, majority

OBJECTIVE	TASK ANALYSIS
Discusses why conflicts arise between majority and minority groups. (Continued)	

2. Determines ways problems are resolved.

ACTIVITIES	MATERIALS
Have students speculate on ways groups may reach understanding/ resolution of selected conflicts already listed, e.g., discussions, cultural and sports events, intermarriages, religious affiliations.	
Have students discuss the outcome of lack of peaceful means to resolve conflicts, e.g., physical confrontation (wars), building of physical walls (China), cessation of communication (cold wars).	<u>Collision.</u> (Simulation of conflicts between Native Americans and the U.S. Government) Interact. (M, H)

STRAND Sociology

LEARNING Women's Rights Movement

VOCABULARY: Women's Rights Movement, rights, culture, voting, school, property

OBJECTIVE TASK ANALYSIS

Lists rights of women prior to 1800.

1. Discusses legal rights of women prior to 1800.

2. Compares the rights of women to rights of slaves during the 1800s.

Explains factors in American culture which have impact on the role of women.

1. Discusses factors in American culture which have impact on the role of women.

ACTIVITIES	MATERIALS
Have students list women's rights held prior to 1800, e.g., a. women could not own property b. could not vote c. could not set up own business d. could not open bank account without permission of their husbands or fathers.	<u>Herstory</u> . (A simulation of male and female roles emphasizing the American women's circumstances, past, and present)
Have students discuss rights of married women prior to the 1800s.	
Have students compare women's rights to those of men, children, and slaves during same time period.	
Have students determine efforts made by women to gain legal rights in the early 1900s.	
Have students discuss the results of women's rights movements of the 20th century.	
Arrange for a speaker(s) to discuss the roles of women in the United States, e.g., speakers from Kentucky Commission of Women, National Organization for Women, Business and Professional Women's Organization.	Resource persons
Have students discuss the following factors and trace how they have impacted on the role of women: a. changing status of marriage b. single parenting c. women classified as the "weaker sex."	

STRAND Sociology

LEARNING Women's Rights Movement

VOCABULARY: Women's Rights Movement, rights, culture, voting, school, property

OBJECTIVE	TASK ANALYSIS
Explains factors in American culture which have impact on the role of women. (Continued)	2. Describes the treatment of women in underdeveloped countries.
Describes the effects of the women's rights movement since 1848.	1. Describes women's rights movements. 2. Discusses the effects of women's rights movement since 1848.

ACTIVITIES	MATERIALS
Have students discuss the roles/ rights of women in less industrialized areas of the world, e.g., South America, Asia, Africa. Have students compare their findings with the American culture and discuss the reason(s) for difference(s) found.	
Have students make posters as if they were involved in the women's rights movements (during various periods of U.S. history). Make posters to include slogans aimed at being able to vote, acquire property, teach school while married, attend college.	
Have students identify the ways in which the women's rights movement has affected the people/government in the U.S., e.g., - made people aware of the obvious, as well as the subtle, discrimination against women - forced educational and employment reforms which increased the rights of American women - made men respect women - improved the self-image of women - provided means for women to use skills and talents legally - utilized a valuable untapped commodity--women.	

STRAND Sociology

LEARNING Change of Cultural Roles

VOCABULARY: stereotypic, roles, traditional sex roles

OBJECTIVE	TASK ANALYSIS
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Describes the stereotypic role of men.

1. Defines stereotype.
2. Lists stereotypic labels used to describe males.

Lists reasons why the role of males in American society has undergone change.

1. Discusses reasons for change in role of males.
2. Describes nontraditional male roles.

ACTIVITIES

MATERIALS

Have students list characteristics which traditionally have been used to describe a "real man", e.g.,

- a. aggressive
- b. physically strong
- c. brave
- d. superior to women
- e. does not display emotions.

Have students describe why stereotypic labels may cause problems for men.

Have students list traditional ideas of how a man was to function as a husband/father.

Have students relate reasons for the changing role of males which occurred in recent years, e.g.,

- a. women's movements,
- b. employment situations,
- c. economy,
- d. world wars,
- e. single parent situations.

Have students discuss how social movements have allowed for men to accept nontraditional jobs.

STRAND Sociology

LEARNING Change of Cultural Roles

VOCABULARY: stereotypic, roles, traditional sex roles

OBJECTIVE	TASK ANALYSIS
Discusses advantages and disadvantages for men and women within traditional sex roles.	1. Describes changes in roles of men and women.
	2. Discusses advantages of changes in roles.

ACTIVITIES	MATERIALS
Form a student panel and have the members discuss the stereotypic roles assigned to men and women, state the changes which have taken place in those roles for women/men, and discuss the advantages associated with those changes, e.g., - People can do what they want to do in terms of jobs/recreational activities without worrying about fitting a pre-set model. - People may relate more easily to each other if they are not expected to perform in a certain way (macho or helpless). - An understanding of the needs/feelings of others may be easier to ascertain if stereotypes are discarded. - Children may relate more easily to either parent if both could attend to needs of child rather than expecting the mother to be the only source of nurturing/affection.	

Have students discuss problems which have arisen as the result of change in men's/women's roles. Have students discuss why some men still think that women's place is in the home and some women think that a man should be the sole supporter of the family.

Have students discuss conflicts which occur in marriages as a result of expectations over male/female roles.

STRAND Sociology

LEARNING Social Institutions

VOCABULARY: social institutions, public education

OBJECTIVE	TASK ANALYSIS
Lists major American social institutions.	1. Names major American social institutions. 2. Describes social institutions of other countries.
Explains the purpose of social institutions.	1. Discusses the purpose of social institutions. 2. Describes living without established institutions.

ACTIVITIES	MATERIALS
Have students give examples of the major social institutions in the U.S., e.g., family, school, church, governments, social clubs.	
Have students determine institutions in other countries which provide a similar or the same kind of services, e.g., government, church.	
Have students "brainstorm" reasons for social institutions. Possible reasons are these: a. to maintain order and security b. to produce and distribute goods and services c. to provide a sense of purpose d. to socialize new members e. to replace members.	
Then have students discuss how social institution are designed to contribute to the well-being of society, e.g., government provides police to maintain law and order, education provides learning through which economy is affected by better production of goods and services.	
Have students work in groups to brainstorm ideas of what Louisville/ Jefferson County would be like without the following social institutions: a. police/fire protection b. churches c. social/welfare agencies d. schools.	

STRAND Sociology

LEARNING Social Institutions

VOCABULARY: social institutions, public education

OBJECTIVE	TASK ANALYSIS
Discusses the history of public education in America.	1. Discusses need for public education. 2. Describes how public education started.
	3. Identifies future problems of public education.

ACTIVITIES	MATERIALS
Have students research the history of public education.	
Have students discuss how children were educated prior to public education laws, e.g., at home, in church.	
Have students discuss the effect of early immigration to the creation of public schools.	
Ask students to research to find how the first schools looked and were organized.	
Have students discuss the training of early teachers and how teachers often lived with each student's family for several weeks at a time in lieu of a salary.	
Arrange for school and/or district personnel to speak with students about the purpose of public education and the problems and advantages associated with public education.	
Have students discuss the problems facing public education in the future, e.g., a. declining student population b. increasing per pupil expenditure c. deterioration of school buildings d. discipline in the schools e. rise of private/church related schools f. shortage of math/science teachers.	

STRAND Sociology

LEARNING Social Problems

VOCABULARY: social problems, quality of life, community, social agency,
political

OBJECTIVE	TASK ANALYSIS
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Lists conditions/situations which are considered social problems in American culture.

1. Names conditions which are considered long-term social problems.

2. Describes problems which impact mainly on the family but affect the community.

3. Determines criteria for conditions/situations to be considered a social problem.

ACTIVITIES	MATERIALS
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Have students list and discuss social problems such as the following:

- a. aging
- b. alcohol and drug abuse
- c. child abuse
- d. crime and juvenile delinquency
- e. discrimination
- f. divorce
- g. energy shortage
- h. inadequate health care
- i. inflation
- j. invasion of personal privacy
- k. mental illness
- l. riots
- m. poverty.

Let students determine how such family problems as divorce, mental illness, and child abuse can affect the total community, e.g., need for Community Agency services may arise, others in the community may be in jeopardy.

Ask students to list factors which make a problem a social problem, e.g.,

1. How often does the problem occur?
2. How many people does it affect?
3. How much money does it cost?
4. What is the number of people voicing their concern for bringing about a change?

STRAND Sociology

LEARNING Social Problems

VOCABULARY: social problems, quality of life, community, social agency,
political

OBJECTIVE	TASK ANALYSIS
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Discusses causes of social problems.

1. Identifies causes of social problems.
2. Discusses how many social problems are interrelated.

ACTIVITIES	MATERIALS
Have students list reasons why social problems occur, e.g., - depressed economy (no jobs) - overcrowded conditions - deteriorated urban areas which attract the homeless - lack of social institutions to provide help - governmental guidelines which restrict assistance to those who marginally qualify, e.g., not "mentally ill" enough for placement.	
Lead a student discussion of how lack of education leads to not being able to find employment (leading to poverty) which leads to dependence on social agencies for help which develops into a chain of dependence hard to break.	
Ask students to determine when something becomes a problem for a community, e.g., one alcoholic as opposed to several in a community.	

STRAND Sociology

LEARNING Social Problems

VOCABULARY: social problems, quality of life, community, social agency,
political

OBJECTIVE	TASK ANALYSIS
Describes effects of social problems on society.	1. Discusses how social problems affect society. 2. Determines how resolutions of social problems improve the quality of life.

ACTIVITIES	MATERIALS
Form small groups of students to discuss the effects of social problems on society on the labor market, families, institutions (medical, social, religious), and on the economy.	
Encourage students to think of ways in which social problems have been addressed, e.g., M.A.D.D. has attacked the issue of drunken drivers which in turn resulted in the enactment of laws to punish apprehended drunken drivers. This has resulted in fewer drivers operating a vehicle while under the influence of alcohol/drugs.	
Ask students to think of ways to solve various social problems. Have students think of how their solutions would affect the labor market, taxes, the economy, families, and individuals.	
Let students discuss how political leaders could help resolve community social problems.	

STRAND Sociology

LEARNING Population/Ecology

VOCABULARY: technology, urbanization, agriculture, rural, population
patterns, environment

OBJECTIVE	TASK ANALYSIS
Describes the relationships between rising technology and urbanization.	1. Describes how technology increases urbanization.

2. Discusses the relationship between technology and agriculture.

Explains the influence of technology on the earth's environment.

1. Describes the impact of technology on the earth's ecology.

ACTIVITIES	MATERIALS
Have students recognize the differences between technology/urban living and agriculture/rural living.	
Have students speculate on how technology and urbanization work together. Examples:	
a. People moved from farms to cities to find work.	
b. As agricultural methods improved, fewer people were needed on farms.	
c. More job opportunities became available in factories.	
Ask students to research and discuss the present plight of the American farmer as it relates to technology and modernization.	
Have students discuss the outcomes on rural and agriculture areas as technology increases.	
Arrange to have a speaker address the issues associated with technology's influence on the environment, e.g., Environmental Protection Agency, Louisville Water Company, Sierra Club.	Resource speakers
Have students discuss the statement: Technology when not controlled can cause problems.	
Ask students to discuss technology's influence on various parts of the environment, e.g., air, water, natural resources (trees, coal, and oil).	

STRAND Sociology

LEARNING Population/Ecology

VOCABULARY: technology, urbanization, agriculture, rural, population
patterns, environment

OBJECTIVE

TASK ANALYSIS

Explains the influence of technology
on the earth's environment.
(Continued)

2. Discusses the influence of
technology on outer space.

Discusses how population patterns
influence human behavior.

1. Identifies areas of the world
where population growth is the
greatest.
2. Discusses effects of technology
on the balance of world powers.

ACTIVITIES	MATERIALS
Have students discuss the statement: Is outer space becoming another junk ground?	
Have students determine how technology increases problems of waste disposal. Have students determine how human and industrial waste impacts on the ecology. Have students determine how waste will be handled in the future.	
Encourage students to use atlases to show where the largest/smallest concentrations of people live on the earth.	
Let students "brainstorm" the effects of large/small populations on human behavior in countries around the world, e.g., Ethiopia and famine, Japan and rigid social structure, Central America and political unrest.	

NORMS, FOLKWAYS, MORES AND LAWS

Norms are rules established by a society. These rules set parameters for expected behaviors in a society.

Folkways are a type of norm. Folkways are customs or social politenesses expected in a society. Examples of these would include expected ways to eat in public, addressing persons by titles as Mr., Mrs., or Dr. If folkways are broken, persons tend not to be too harsh unless there is a consistency of inappropriate behavior. (Generally family or friends would help the person to correct actions or behaviors. Sometimes persons find themselves with fewer friends if the behavior persists.)

Mores are norms which have more seriousness or are taken more seriously than folkways. When mores are broken punishment is imparted. Examples of breaking mores would be stealing or killing. Persons who break mores are often considered "bad" or immoral by other persons in a particular society.

Laws are mores which are legalized and enforced by the governing body of a society. Laws are the formalized rules established to protect people from each other and from those outside of the society. Often laws are mores but sometimes not; an example would be to get a ticket for speeding. In this situation the person must not be considered immoral or bad as would be the case if it were a more which was violent. But if someone abused a child and was caught, this person would have broken a law as well as would have violated the mores of his/her society.

"GRAY PANTHERS"

There are 26 million people over the age of sixty-five in the nation. The information which follows are issues which are of concern.

Nursing Home

For the past ten years national attention/outrage has been directed toward nursing homes because of abuses/scandals which have surfaced over their operation. Concern centers around unsafe/unsanitary conditions, over-drugging of patients, dehumanizing treatment or no real care at all for patients.

Medicare

Medicare pays for less than 40% of day-to-day medical bills and is often the only medical insurance millions of the elderly have. (In 1984, administrators in the Federal government proposed Medicare budgetary cuts.)

Housing

Many elderly citizens have been forced out of their homes by rent increases, condo conversions, poverty tax increases, enormous fuel/utility bills, and government acquisition through condemning property.

Another Area of Concern

Many elderly have had to spend all their savings on medical/health care.

The Gray Panthers was organized in 1970 to bring about changes through political assertiveness/activism for the welfare of persons over 65 years of age.

Source

Adapted from:

"Two Portraits of Old Age in America"
Gray Panthers Project Fund
3700 Chestnut Street
Philadelphia, PA
(pamphlet, 1984)

PSYCHOLOGY

OBJECTIVES

Defines behavior.

Identifies ways in which peer pressure influences behavior.

Discusses behaviors expected in various social settings.

Defines personality.

Describes physical/genetic influences on personality.

Discusses influence of culture/community elements on personality.

Describes how attitudes are formed.

Explains how culture/environment influences personal attitudes.

Describes how personal appearance and actions communicate attitude about self.

Discusses personal values.

Describes value conflicts.

Discusses valuing and devaluing as the terms apply to interacting with other people.

Defines prejudice.

Describes how prejudices are formed.

Analyzes the effects of prejudices.

Defines stereotype.

Describes effects of stereotyping.

Discusses relationship between stereotyping and prejudice.

Defines heritage.

Describes own heritage.

Discusses impact of heritage on personality.

Defines concept of self.

Explains differences between personal concept of self and perception of self by others.

Describes effect of adolescence on concept of self.

Defines the term role.

Determines how roles are assumed.

Analyzes why people assume roles.

Explains purpose of communicating with others.

Identifies ways that people communicate.

Analyzes the relationship among languages, styles, culture, and communications.

STRAND Psychology

LEARNING Behavior

VOCABULARY: behavior, peer pressure, environment, heredity, social setting,
tradition, voluntary, involuntary, new learnings, conduct,
stimuli, actions, automatic response, conscious, unconscious

OBJECTIVE

TASK ANALYSIS

Defines behavior.

1. Gives definition of behavior.

2. Names factors which influence
the development of behavior.

Identifies ways in which peer
pressure influences behavior.

1. Describes peer pressure.

2. Discusses ways in which peer
pressure influences behavior.

ACTIVITIES	MATERIALS
Ask students to give examples of behaviors which they have, e.g., laughing at jokes, crying when family/friends are sad, jumping back from an approaching car.	
Have students discuss voluntary and involuntary behaviors. Have students discuss the influence of parents/family, heredity, and environment on development of behavior. Have students determine whether or not behavior as a youngster remains the same throughout life. Have students discuss how new learnings change behaviors.	
Discuss with students how peers pressure each other. Ask students to describe situations where they felt peer pressure to perform in a pre-set way.	
Divide students into groups and have each group develop situational cards dealing with peer social situations, e.g., need to wear name-brand clothes, pressure for males to wear earrings, "doing things against your will." Have students discuss ways to combat peer pressure when being directed to do something that they feel is wrong--against their beliefs or damaging/harmful to others.	

STRAND Psychology

LEARNING Behavior

VOCABULARY: behavior, peer pressure, environment, heredity, social setting,
tradition, voluntary, involuntary, new learnings, conduct,
stimuli, actions, automatic response, conscious, unconscious

OBJECTIVE

TASK ANALYSIS

Discusses behaviors expected in
various social settings.

1. Describes behaviors expected in
home settings.

2. Discusses expected behaviors in
selected social settings.

ACTIVITIES	MATERIALS
Have students list three rules which must be followed in their homes. Have students discuss reasons for expected at-home behaviors. (Caution: In this situation students' statements should be made without application of value judgments or rightness/wrongness of established rules, by other students or the teacher.) Ask students to role play behaviors expected for social situations, e.g., sports events, church, movie theater, museum, playground, on the street alone, department stores. Have students discuss why these behaviors are expected and the outcomes of behaviors which are not socially acceptable.	Kit: <u>Peace Harmony Awareness</u>. Six audio cassettes and seven photo aides. Designed to help hyperactive, emotionally disturbed students increase self-control; improve self-image and interact successfully with others; cope with criticism, stress, and anger. DLM. (M, H)
Ask students to investigate the history of selected behaviors in social settings, e.g., using a fork at meals, father "giving" bride away at the wedding ceremony.	

STRAND Psychology

LEARNING Personality

VOCABULARY: personality, culture, community, physical, genetic, influences,
traits, habits, attitudes, behavior, attributes

OBJECTIVE

TASK ANALYSIS

Defines personality.

1. Gives definition of personality.

2. Gives factors influencing the
development of a personality.

Describes physical/genetic
influences on personality.

1. Discusses physical influence on
personality.

2. Discusses genetic influence on
personality.

ACTIVITIES	MATERIALS
Have students use a dictionary and/or encyclopedia to determine meanings of <u>personality</u> , e.g., behavior which consistently characterize an individual.	
Have students describe factors which influence the formation of their own personalities, e.g., parental expectations, major events, and crises in their lives. Have students offer labels which are traditionally used to describe personalities, e.g., worry-wart, happy-go-lucky, shy, gloomy. Ask students to speculate as to why these terms are used to describe people. Have students discuss ways in which personalities change, e.g., age, maturity.	
Ask students to give their interpretations of the meaning of the following statement: "Human behavior is so complex that people cannot be classified as having one type of personality."	
Have students discuss physical attributes that may impact on personality, e.g., height, weight, skin color, physical handicap, athletic ability, health.	
Have students discuss how genetically inherited factors may or may not influence a person's personality development, e.g., hereditary disease as hemophilia, being gifted or talented, growing taller than other boys or girls.	

STRAND Psychology

LEARNING Personality

VOCABULARY: personality, culture, community, physical, genetic, influences,
traits, habits, attitudes, behavior, attributes

OBJECTIVE

TASK ANALYSIS

Discusses influence of culture/com-
munity elements on personality.

1. Redefines culture and community.
2. Describes influence of cultural
elements on personality.

ACTIVITIES	MATERIALS
Have students look up definitions of culture and community in dictionaries and encyclopedias and discuss the findings as they relate to this strand.	
Have students describe how a specific culture or political climate could influence a person's personality. Provide examples of various cultures and political settings. Have students describe general personalities of people living in specific areas.	
Have students make cards with listings of cultural events in Louisville and cultural sites for visits, e.g., activities at the Kentucky Center for the Arts, Speed Museum, Heritage Festivals.	
Divide students into two panels to question each other using cards to discuss behavioral changes that might be seen in various cultural situations, e.g., personality exhibited at basketball game versus museum tour, personality exhibited in relation to radio music at home versus hospital lobbies. Ask students to discuss how they would know which facet of their personality is expected at cultural events or in different settings.	
Provide information about recent studies on the effect of diet and climate on personality. Ask students to add their observations.	

STRAND Psychology

LEARNING Attitudes

VOCABULARY: environment, attitude, family, peers, personal preference,
influence, appearance, thinking, acting, feeling, body language

OBJECTIVE

TASK ANALYSIS

Describes how attitudes are formed.

1. Defines the word attitude.

2. Discusses how attitudes are
formed.

Explains how culture/environment
influences personal attitudes.

1. Describes personal attitudes.

ACTIVITIES

MATERIALS

Have students look up the term attitude and select definitions most closely related to the content of psychology.

Discuss with students the unconscious formation of attitudes through--

- a. observing models (parents, friends, teachers)
- b. reading or viewing media (books, magazines, TV, video)
- c. being rewarded for conforming or punished for not conforming to standards
- d. being influenced by others
- e. preferring something else.

Have students discuss what it means to "have an attitude." Have students discuss how attitudes are consciously formed.

Have students describe a situation in which they intentionally tried to develop a positive attitude about something or someone.

Have students voluntarily give their personal attitudes toward pre-selected subjects, e.g., school attendance, movie ratings, telephone usage. (Caution: Class members must be prepared not to pass judgment on attitudes expressed by other individuals.) Have students discuss how their attitudes about situations/ events were formed.

STRAND Psychology

LEARNING Attitudes

VOCABULARY: environment, attitude, family, peers, personal preference,
influence, appearance, thinking, acting, feeling, body language

OBJECTIVE	TASK ANALYSIS
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Explains how culture/environment
influences personal attitudes.
(Continued)

2. Discusses how culture/environment influence personal attitudes.

ACTIVITIES	MATERIALS
Have students discuss how a person could change an unrealistic negative attitude which was formed without his/her knowledge (unconscious) in order to be consciously aware of the attitude when it is aroused or surfaces. (The person would have to see a need for change, would have to determine if his/her negative attitude affected others, would have to replace the attitude with one that gave positive meanings to themselves.) Have students discuss the ways in which culture/environment influence personal attitudes. Have students analyze the following statements as they relate to influence on personal attitudes: a. Each day we are bombarded by attempts to influence the way we think, feel, and act. b. Parents shape many of our attitudes about right and wrong. c. Friends influence our choice of clothes, vocabulary, and music. d. Teachers influence our intellect. e. Religious affiliation influences some behaviors. f. TV, videos, radio, movies influence the formation of certain attitudes.	

STRAND Psychology

LEARNING Attitudes

VOCABULARY: environment, attitude, family, peers, personal preference,
influence, appearance, thinking, acting, feeling, body language

OBJECTIVE

TASK ANALYSIS

Describes how personal appearance
and actions communicate attitude
about self.

1. Discusses assumptions made about
people based on their outward
appearance.

2. Discusses how personal appearance
and actions communicate attitude
about self.

ACTIVITIES	MATERIALS
Have each student choose a picture of a person from a magazine. Have students speculate on personality, job, education of these people based on the pictures and explain why they made these assumptions having no information other than the outer appearance. Have students determine assumptions made about themselves and others based on outward appearances only.	
Elicit from students the factors usually associated with personal appearance, e.g., hair styles, clothing, personal cleanliness, posture, ways of sitting, ways of communicating with others, jewelry, walk.	
Have students discuss situations in which people would try to dress a certain way to draw approval, e.g., job interview, dating, meeting with peers, attending church, on the job, visiting in-laws.	
Have students discuss how personal appearance (clothes, make-up, posture) communicates to others how the person feels about himself/herself. Ask students to look through magazines to find pictures of persons and determine whether their appearances communicate (through dress, grooming, facial expression) a positive or negative attitude about themselves. Have students explain why they made these conclusions.	

STRAND Psychology

LEARNING Attitudes

VOCABULARY: environment, attitude, family, peers, personal preference,
influence, appearance, thinking, acting, feeling, body language

OBJECTIVE

TASK ANALYSIS

Describes how personal appearance
and actions communicate attitude
about self. (Continued)

ACTIVITIES	MATERIALS	
Have students discuss information communicated to others by the language used by a person. Have students determine what a person communicates to others when every other word used is a curse/profane word and/or when they talk in a loud tone. Have them to make a chart of what these situations may be telling others about themselves. (See materials column.)	Profane Language	Loud Talking
Have students discuss daily actions of people which communicate to others feelings the person has about himself or herself. Have students make a chart showing behaviors which communicate a positive attitude about self and others.	Could be saying to others: - I do not know other words to use. - I do not care to use other words. - I feel important cursing. - I want to be noticed. - This is a language used by my peers. - This is a passing phase.	Could be saying: - I did not know that I was talking loudly. - I want everyone to hear me. - I do not care about others. - My friends all talk this way. - I need attention.

STRAND Psychology

LEARNING Values

VOCABULARY: values, conflict, personal, interacting, devalue, worth,
importance, usefulness, merit, monetary, principles, standards,
deals, esteem, highly regarded

OBJECTIVE

TASK ANALYSIS

Discusses personal values.

1. Lists things of value.

2. Tells why values are attached to
certain ideas/things.

3. Discusses personal values.

Describes value conflicts.

1. Discusses value conflict
throughout history.

2. Lists reasons for conflicts.

ACTIVITIES	MATERIALS
Have students discuss <u>value</u> in relation to persons (friends, family) and to money. Have students determine how and why value is placed on relationships or things.	
Have students bring in pictures which depict things of value, e.g., freedom, friends, family, pets, religion, cars, attending school, money.	
Have students discuss things/people/ideas which are of value to them personally and explain why.	
Lead a class discussion on the basis for selected values, e.g., historical influences, family traditions, national and ethnic influences. (Caution: Statements should be received without judgment.)	
Have students make a chart of things that they value highly.	
Have students serve on a panel to discuss reasons conflicts of value arise between individuals or among groups, e.g., traditions, governmental laws, prejudices, family expectations, social influences.	
Ask students to research information on historical conflicts involving values, e.g., religion during Crusades, American Indians versus settlers, slavery in 1800s in the United States, defeat of proposal for Louisville/Jefferson County merger. Have students describe why such conflicts could not be resolved.	

STRAND Psychology

LEARNING Values

VOCABULARY: values, conflict, personal, interacting, devalue, worth,
importance, usefulness, merit, monetary, principles, standards,
deals, esteem, highly regarded

OBJECTIVE	TASK ANALYSIS
Discusses <u>valuing</u> and <u>devaluing</u> as the terms apply to interacting with other people.	1. Describes reasons why people devalue others. 2. Discusses ways to learn to value others ideas/culture.

ACTIVITIES	MATERIALS
Have students discuss meaning of "devalued people." Have students determine who the devalued people are in most societies, e.g., minorities, women, handicapped, mentally ill, children.	Kit: <u>The Bystander's Dilemma</u> . Social Studies School Services, 1980. (Case studies, reproducible material, teacher's guide) (T, H)
Ask students to determine why people are devalued.	
Have students determine why it is important not to devalue people. Have students determine what society loses when people are devalued.	
Have students determine ways devaluing of people can be overcome, e.g., recognizing that all people have worth, getting to know others who are different, being open to not form opinions of others based on someone else's opinion.	
Have students discuss legislative procedures/laws utilized by U.S. government to provide services to persons who are or have been devalued; e.g., PL94-142, open housing laws, equal opportunities in employment acts, programs for the elderly.	

STRAND Psychology

LEARNING Prejudice

VOCABULARY: opinion, judgment, intolerance, prejudice, positive, negative,
unfounded, unknown

OBJECTIVE

TASK ANALYSIS

Defines prejudice.

1. Gives the meaning of prejudice as it relates to this course.

2. Tells what it means to be "prejudiced."

Describes how prejudices are formed.

1. Describes unconscious formation of prejudices.

2. Discusses emotions involved with prejudices.

ACTIVITIES	MATERIALS
Have students discuss the term <u>prejudice</u>, e.g., an attitude, either for or against something, that prevents the person from objectively evaluating new evidence; an attitude that is unsupported by reasonable evidence; an attitude formed unfairly or unjustly. Have students discuss what it means when a person is said to be "prejudiced." Have students discuss how prejudices are formed, e.g., dislike for certain foods eaten, dislike for certain foods never experienced; dislike or like for U of K's, U of L's basketball teams. Have students determine how opinions or judgments about things or people are formed without their conscious knowledge, e.g., parental influence, TV, friends. Have students cite examples, "I like the Dodgers because my father and relatives have always liked them." This opinion was formed (unconsciously) through the influence of others. Have students explain how prejudices affect people emotionally/physically, e.g., adrenalin flows, muscles tighten.	Filmstrips: <u>Understanding Prejudice Series.</u> Parts 1-4. Sunburst Communications, 1973-75. 4 filmstrips with records/cassettes. Contents: Stereotyping. Master Race. Scapegoating. Impact of Prejudice.

STRAND Psychology

LEARNING Prejudice

VOCABULARY: opinion, judgment, intolerance, prejudice, positive, negative,
unfounded, unknown

OBJECTIVE

TASK ANALYSIS

Describes how prejudices are
formed. (Continued)

Analyzes the effects of prejudices.

1. Discusses the effects of
prejudices.

2. Describes how prejudices are
changed.

ACTIVITIES

MATERIALS

Have students discuss the following:

"Thoughts control emotional and physical responses; by focusing on positive thoughts, one can decrease negative, physical, and emotional responses.

Discuss biofeedback research.

Have students list effects of prejudices as they relate to rival schools, people of different races, kinds of jobs, elderly persons, handicapped individuals, foods not sampled, local historic sites not seen, libraries, museums not visited, and plays or a ballet not experienced.

Have students discuss ways that unwarranted/unrealistic prejudices may/can be changed, e.g., wanting to change, being challenged by the unknown, listening, learning, sharing, helping, cooperating, understanding, being willing to leave self "open" to experience new ideas, sampling different foods, seeing a reason to change.

Ask students to discuss a prejudice that they have against foods that they never experienced. Have students prepare selected disliked but never consumed foods and sample them.

Let students compare disliking a diet cola drink but liking soft drinks in general with disliking an individual of a racial/ethnic group rather than the entire group.

STRAND Psychology

LEARNING Stereotypes

VOCABULARY: stereotyping, labels, oversimplification

OBJECTIVE	TASK ANALYSIS
Defines <u>stereotype</u> .	1. Lists examples of stereotypic terminology used daily. 2. Determines why stereotypes develop.
Describes effects of stereotyping.	1. Tells how the daily lives of people are affected by being stereotyped. 2. Discusses the correlation between stereotyping and discrimination.

ACTIVITIES	MATERIALS
Ask students to write definitions of <u>stereotype</u> as it relates to this strand of study.	Leone, Bruno. <u>Racism: Opposing Viewpoints</u> (book). St. Paul, MN: Greenhaven Press, 1978. (T, M, H)
Have students cite, for the sake of class discussion, examples of stereotypic phrases heard.	Filmstrip: <u>The Distorted Image: Stereotype and Caricature in American Graphic, 1850-1922.</u> Anti-Defamation League of B'nai B'rith, n.d. (T)
Lead students to determine why people stereotype others, e.g., to make themselves feel good by belittling another; ignorance of effect of inappropriate terms; habit.	
Have students discuss how stereotyping may affect their ideas of others.	
Have students determine how stereotyped descriptions can often cause people to act out the behavior described.	
Let students discuss the relationship between stereotypes and devaluing as it pertains to people.	
Have students discuss how stereotyping of people often leads to discrimination, e.g., if an employer believes that fat people are lazy (stereotyping), he or she may not consider hiring an applicant who is overweight for a job. This is a form of discrimination because it is not based on information concerning the individual but rather a stereotyping of a particular body size.	
Discuss the phrases: "Self-fulfilling prophecy" "Living up to other's expectations."	

STRAND Psychology

LEARNING Stereotypes

VOCABULARY: stereotyping, labels, oversimplification

OBJECTIVE	TASK ANALYSIS
Discusses relationship between stereotyping and prejudice.	1. Describes how stereotyping affects relationships between the U.S. and other countries. 2. Describes how stereotyping/ prejudices may be changed.

ACTIVITIES	MATERIALS
Have students discuss how the stereotyping of an ethnic group would have a negative effect on U.S. international relationships.	
Have students brainstorm ways in which stereotyping and prejudices could be changed, e.g., elimination of words used in their language which describe people unfavorably, thinking through why prejudices for/against people or things are formed, being willing to change.	
Ask students to think of ways that stereotyping and prejudice could be the same and have students determine how they are different.	
Have students determine how stereotyping could cause prejudices.	

STRAND Psychology

LEARNING Heritage

VOCABULARY: heritage, traditions, community, inherited, culture, society,
handed down, generation, past, inherited, heredity

OBJECTIVE

TASK ANALYSIS

Defines heritage.

1. Gives meanings of the term heritage.

2. Describes elements which make up heritage.

Describes own heritage.

1. Names physical features inherited.

2. Describes own cultural heritage.

Discusses impact of heritage on personality.

1. Determines elements which make a personality.
2. Tells relationship between heritage and personality.

ACTIVITIES	MATERIALS
Have students discuss the following:	
Heritage is something of value purposefully transmitted or acquired from a predecessor or a culture.	
Have students discuss the difference between physical/psychological heredity and cultural heredity.	
Have students make a drawing of themselves and name physical features inherited from parents and grandparents. Ask students to give examples of how family members have pointed out features which are inherited, e.g., "tall like your father," "eyes like your aunt's."	
Let students discuss heritage of own families. Have students discuss similarities of inherited backgrounds, e.g., foods prepared, music, art, dance. Have students determine why Louisville has heritage celebrations. Invite personnel from Heritage Weekend (Louisville Area Chamber of Commerce) to discuss the focus of these events.	
Have students describe factors which are a part of their cultural heritage which influence their personality/behaviors, e.g., music preference, dance styles, attitude toward certain foods, language style and usage.	

STRAND Psychology

LEARNING Self

VOCABULARY: self, adolescent, changes, pressure, hormones, peer pressure, conformity, parents, society, approval, identity, introvert, extrovert, self-confidence, interest

OBJECTIVE	TASK ANALYSIS
Defines <u>concept of self</u> .	1. Gives meanings of the term <u>self</u>. 2. Lists terms which relate to self.
Explains differences between personal concept of self and perception of self by others.	1. Describes how self-concept and the way others perceive one are different. 2. Discusses effect on self-concept by expressed perception or actions of others (verbal, non-verbal).

ACTIVITIES	MATERIALS
Have students determine how various elements (body, emotions, thoughts, and sensations) combine to shape the individuality and identity of a person.	<u>Selected Social Studies Skills.</u> Kentucky Department of Education, 1980. Evaluating Information, p. 235.
Have students chart terms which relate to self and discuss their meanings (in context of this strand), e.g., <u>self-assurance</u> , <u>self-centered</u> , <u>self-important</u> , <u>self-confident</u> , <u>self-indulgent</u> , <u>self-conscious</u> , <u>self-expression</u> , <u>self-control</u> , <u>self-interest</u> , <u>self-defense</u> , <u>selfish</u> , <u>self-discipline</u> , <u>self-made</u> .	
Ask individual student to tell how others have told them something that differed from their perception of the self, e.g., sees self as shy, others see person as outgoing; sees self as happy, others see person as serious; sees self as very friendly, others see person as faking friendship.	
Discuss with students how personal feelings about themselves can be altered by what others think, e.g., if others call someone "pretty," "fatty," "dumb," "helpful," "smart," or "dependable," one may come to see oneself as having that attribute.	
Have students think of ways that they can help themselves to have better self-concepts. Let students make a chart to post on wall.	
Have students think of positive ways that they can use to help them combat negative statements/actions from others intended to hurt feelings about self.	

STRAND Psychology

LEARNING Self

VOCABULARY: self, adolescent, changes, pressure, hormones, peer pressure, conformity, parents, society, approval, identity, introvert, extrovert, self-confidence, interest

OBJECTIVE

TASK ANALYSIS

Explains differences between personal concept of self and perception of self by others.
(Continued)

Describes effect of adolescence on concept of self.

1. Discusses uncertainties during adolescence.
2. Discusses peer pressure and need for peer approval.

ACTIVITIES	MATERIALS
Have students discuss motives of people who have negative things to say to others or about themselves, e.g., may not feel very positive about themselves.	
Discuss with students their own concepts of "self."	
Invite speakers from medical or social agencies to discuss with the students the areas of concern expressed by adolescent clients of their agency. Ask agency personnel to discuss the impact of hormonal and bodily changes on self-concept.	
Have students anonymously write, on separate pieces of paper, the problems they have in dealing with pressures from friends; put the slips of paper in a "pressure box;" pick out slips one at a time and discuss as a group possible ways of dealing with the pressures listed.	
Encourage students to determine why they feel they must have approval from their friends in order to feel good about themselves. Have students determine if their friends also have feelings of uncertainty about themselves.	
Let students discuss the following: "Sometimes others have to make you look small to make themselves feel big." Have students discuss factors which separate a real friend from an acquaintance.	

STRAND Psychology

LEARNING Roles

VOCABULARY: roles, daily, family, work, school, assume, designate, act,
responsibility, abandon, expected

OBJECTIVE	TASK ANALYSIS
Defines the term <u>role</u> .	1. Discusses meanings of <u>role</u> (as used in context of this strand). 2. Differentiates between acting and assuming a role.
Determines how roles are assumed.	1. Identifies how roles are learned. 2. Describes roles during adolescence.

ACTIVITIES	MATERIALS
Have students discuss the difference between an actor acting out a role in a daily "soap" program or a movie and the roles which people assume in their daily lives. Have students discuss the difference between real (fact) and make-believe (fantasy) as related to the topic of roles.	
Have students determine how people learn roles by observing or modeling others, e.g., watching mother/father. Have students discuss the importance of being a good role model for others, especially persons who are younger.	
Have students discuss roles that they have seen or tried in search of "the real me," e.g., modeling rock stars, teenagers who act like adults, teens who are "preppie," teens who act as the class clown.	
Have students determine how role playing helps people to see how others are feeling about certain situations.	
Have students discuss how role playing helps people test new solutions to problems.	
Have students discuss how role playing/acting helps people learn new ways of behaving in a new or different situation, e.g., how to act during a job interview, practicing the mechanics of giving a public presentation.	

STRAND Psychology

LEARNING Roles

VOCABULARY: roles, daily, family, work, school, assume, designate, act,
responsibility, abandon, expected

OBJECTIVE	TASK ANALYSIS
Analyzes why people assume roles.	1. Names roles personally assumed during a day. 2. Discusses reasons for role changes. 3. Identifies responsibilities of specific roles.

ACTIVITIES	MATERIALS
Let students list the kinds of roles they function in during a typical day, e.g., older or younger child, student in school, leader, worker in neighborhood, nephew or niece, boyfriend or girlfriend.	
Ask students to think of dual roles that people may have, e.g., teacher-coach, principal-parent, preacher-doctor, leader-follower, mother-neighbor.	
Have students discuss why role change is necessary in daily living, e.g., to adjust to various situations, to fit into a particular group, because it is expected, to find the "real me."	
Encourage students to discuss the statement: before a person reaches age 20, he/she will have assumed many different roles in life. Have students determine factors which may make role changing necessary.	
Have students describe specific responsibilities related to various roles, e.g., parents are responsible (to a certain age) for the feeding, housing, educating their children. Have students discuss what happens when a person does not fulfill own role/responsibility, e.g., may get fired, someone else will take over the role/responsibility.	

STRAND Psychology

LEARNING Communication

VOCABULARY: communication, language, gestures, posture, receptive,
expressive, non verbal, verbal

OBJECTIVE	TASK ANALYSIS
Explains purpose of communicating with others.	1. Discusses reasons why people communicate with others. 2. Describes life with no forms of communication.
Identifies ways that people communicate.	1. Discusses ways that people communicate. 2. Describes nonverbal communication.
Analyzes the relationship among languages, styles, culture, and communications.	1. Determines how language is learned.

ACTIVITIES	MATERIALS
Have students give reasons why people communicate with others, e.g., to pass on information; to receive feedback; to acquire new information; to express needs, feelings, wants.	
Have students describe life in Louisville without effective communication. Ask them to list problems which would arise if there were no formal spoken or written language.	
Have students list ways that people communicate, e.g., gestures, words, posture, direction of their eyes, nods of the head, drums, pictures, braille, telepathically, satellites.	
Have students demonstrate nonverbal communication by trying to give information to others without speaking. Have students discuss how nonverbal communication often tells what a person <u>really</u> is saying or thinking.	
Ask students to discuss how they learned to talk.	
Have students determine the importance of talking to babies even though they cannot speak.	

STRAND Psychology

LEARNING Communication

VOCABULARY: communication, language, gestures, posture, receptive,
expressive, nonverbal, verbal

OBJECTIVE	TASK ANALYSIS
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Analyzes the relationship among
languages, styles, culture, and
communications. (Continued)

2. Discusses sources of
communication styles.

ACTIVITIES	MATERIALS
Have students discuss how KoKo the gorilla used sign language to communicate. Have students discuss the importance of KoKo's learning to interpret signing as well as being able to sign, e.g., KoKo responded to the question of what she wanted for her 12th birthday by signing for a cat. Have students discuss why the death of All Balls (cat) caused an international news flurry. Have students discuss the impact of reading to children and providing them with lots of information/experiences to help strengthen their knowledge of things, places. Have students talk about how babies have receptive language before their expressive language develops, e.g., they understand when people talk to them, but they cannot tell what they are thinking. Have students discuss the importance of learning words and reading books as they relate to language and communication. Ask students to volunteer ways in which our language styles are influenced, e.g., family, peers, nationality, region, culture.	Fadiman, Anne. "The Gorilla Who's Smitten with Kittens," <u>Reader's Digest</u>, October 1985, pp. 201-202, 206. (Condensed from <u>Life</u>, July 1985)

STRAND Psychology

LEARNING Communication

VOCABULARY: communication, language, gestures, posture, receptive,
expressive, nonverbal, verbal

OBJECTIVE	TASK ANALYSIS
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Analyzes the relationship among
languages, styles, culture, and
communications. (Continued)

ACTIVITIES	MATERIALS
Have students discuss how a non-verbal gesture used in one culture to communicate a feeling or information is often incorporated into another cultural communication system to communicate the same meaning, e.g., slapping of another's alternate hand while jumping into the air communicates a job well done by either the initiator or the receiver of the gesture, this action could be seen demonstrated between black athletes (later black and white athletes) on basketball court, later same action was seen exhibited between Rumanian and Italian basketball players during competition (1985), peace signing of two fingers used by American World War II soldiers now a universal symbol to communicate peace.	
Have students discuss why nonverbal gestures and various language styles are adopted among various cultures to communicate certain information.	
Have students discuss factors that all languages have in common, e.g., each has adjectives, nouns, pronouns; all are used to communicate. Have students discuss the different language styles at school, e.g., teacher's style, peers' styles, slang.	

STRAND Psychology

LEARNING Communication

VOCABULARY: communication, language, gestures, posture, receptive,
expressive, nonverbal, verbal

OBJECTIVE	TASK ANALYSIS
Analyzes the relationship among languages, styles, culture, and communications. (Continued)	3. Describes how speech can be varied or emphasized to communicate a positive vs. a negative message.

ACTIVITIES	MATERIALS
Have students discuss how a different emphasis on wording can change a message from positive to negative and vice versa, e.g., asking a question as "Why did you choose 'that' to wear?" The emphasis on <u>that</u> would indicate that the item did not meet the approval of the speaker. If less emphasis were placed on the word <u>that</u>, the respondent may not perceive that the question was being negative. Have students practice putting emphasis on a different word in a sentence and discuss how meaning is changed, e.g., "Women are pretty generally speaking."	

WORLD HISTORY

OBJECTIVES

Lists reasons for anthropological/archaeological searches for remains of ancient civilizations.

Describes the life style of early humans during the Paleolithic and Neolithic periods.

Compares the personal and social needs of humans during the Paleolithic and Neolithic periods with those of people today.

Lists contributions made by the ancient Egyptians.

Describes Egyptians' beliefs about preparations for death/afterlife.

Discusses why ancient Egypt is called the "cradle of civilization."

Describes the impact of the Nile River on the Egyptian civilization.

Locates on world maps areas of Near Eastern nations of antiquity.

Lists major contributions of selected ancient Near Eastern nations.

Describes reasons for the decline/fall of selected Near Eastern nations of antiquity.

Discusses the life styles of ancient Greek citizens.

Researches the lives of selected famous Greeks.

Describes the achievements of the ancient Greek civilization.

Lists contributions made by the ancient Romans.

Describes the lives of selected famous ancient Romans.

Discusses reasons for the decline/fall of the Roman Empire.

Locates Japan on world maps.

Discusses contributions made by the ancient Japanese.

Describes the ancient Japanese feudal system.

Locates China on world map.

Describes contributions made by the ancient Chinese.

Discusses aspects of the ancient Chinese culture.

Describes importance of the Huang Ho River to China.

Compares the dependence on the Huang Ho River with dependence of selected other cultures on a major river.

Locates India on world maps.

Discusses contributions made by the people of ancient India.

Discusses history of India.

Describes the effects of the caste system.

Discusses major religions of India.

Locates Africa.

Discusses early history of Africa.

Discusses historic misconceptions about Africa.

Describes the contributions made by the ancient African civilization.

Discusses the origin of ancient Americans.

Describes the life styles of ancient Americans living in different sections of the Americas.

Compares Ancient Incan and Aztec civilizations to that of ancient Egypt.

Discusses the Mayan civilization.

Describes the social and political climate of Western Europe during the Middle Ages.

Lists reasons for conflicts between the Catholic Church and the heads of state (kings) in western Europe during the Middle Ages.

Explains how feudalism operated in Western Europe during the Middle Ages.

Explains meaning of the term Renaissance.

Describes great developments which occurred during the Renaissance period in Europe.

Discusses famous people of the Renaissance era.

Describes the meaning of the term Reformation period.

Describes religious and political changes which took place during Europe's Reformation period.

Discusses lives of great religious leaders of the Reformation period.

Explains basic scientific/religious thoughts during the medieval period relative to the universe.

Describes the effects of the Scientific Revolution on medieval thinking and modern research.

Researches scientists who influenced changing thoughts during the Scientific Revolution.

Lists reasons for exploration by selected world powers during the 15th and 16th centuries.

Uses world maps to trace famous exploration routes of the 15th and 16th centuries.

Describes positive and negative results of exploration from the 15th through 19th centuries.

Describes the life styles of the French people before the outbreak of the French Revolution.

Lists reasons for the French Revolution.

Describes the outcomes of the French Revolution.

Explains how Napoleon came to power in France.

Describes skills/attributes which made Napoleon a world leader.

Discusses reasons for Napoleon's downfall.

Lists reasons for the rise in industrialization in Europe.

Discusses results of the Industrial Revolution in Europe.

Describes the spread of the Industrial Revolution beyond Europe.

Determines the relationship between exploration and imperialism.

Describes reasons for expansion into selected countries during the 19th century.

Compares the effects of imperialism on the citizens of selected countries during the 19th century.

Discusses causes of World War I in Europe.

Describes how America became involved in World War I.

Discusses the outcomes of World War I.

Discusses the German humiliations at the end of World War I as a factor in Hitler's rise to power.

Describes the involvement of selected countries in World War II.

Describes major outcomes of World War II on Europe, Asia, and the United States.

Defines the term cold war.

Discusses reasons for hostilities between Russia and the United States.

Describes ways in which various countries currently influence the Cold War status.

Locates Middle Eastern countries on world map.

Discusses reasons for tension between various countries in the Middle East.

Describes world dependence on Middle Eastern countries for various natural resources.

Locates Latin America on a world map.

Discusses internal problems faced by Latin America since the mid-1880s.

Describes current U.S.-Latin American relationships.

Discusses current interdependence of nations of the world.

Describes ecological concerns shared by all nations.

Describes political and social concerns shared by all nations.

Discusses Third World issues.

STRAND World History

LEARNING Prehistory

VOCABULARY: Paleolithic, Neolithic, anthropological, archaeological, personal needs, civilizations, life styles, social needs, food, clothing, shelter, family, domesticated animals

OBJECTIVE

TASK ANALYSIS

Lists reasons for anthropological/archaeological searches for remains of ancient civilizations.

1. Defines the words anthropology and archaeology.

2. Discusses reasons for anthropological/archaeological searches for remains of ancient civilizations.

3. Outlines world activities during selected pre-historic times.

ACTIVITIES	MATERIALS
Have students list three kinds of remains that tell something about prehistoric people.	Cutright, Prudence, and Jarolimek, John. <u>The Old World</u> . Macmillan Social Studies Series, Unit 2. New York: Macmillan Pub. Co., 1980.
Have students draw or locate pictures in books/magazines of art objects depicting types of prehistoric artifacts, e.g., weapons, eating utensils, hunting tools.	Perry, Marvin. <u>Man's Unfinished Journey</u> . Boston: Houghton Mifflin Co., ch. 1.
Have students list reasons why anthropologists/archaeologists are interested in the remains of past civilizations. Examples: To gain insights into how people developed. To see how different races of people are related to each other. To study human culture (ways of working, eating, courting, and worshipping).	
Have students bring in items to be put in a time capsule to be buried. Have students discuss what the remains would tell people 100 years from now.	
Have students draw a large world map. Have them show common activities of people world-wide during the Stone Age (8000 B.C.-1500 B.C.) e.g., hunting, using tools and fire. Ask students to discuss how people of the eras communicated with each other. Have students imagine themselves as Stone Age people, telling why they chose specific areas in which to live and describing their daily lives.	

STRAND World History

LEARNING Prehistory

VOCABULARY: Paleolithic, Neolithic, anthropological, archaeological, personal needs, civilizations, life styles, social needs, food, clothing, shelter, family, domesticated animals

OBJECTIVE

TASK ANALYSIS

Lists reasons for anthropological/
archaeological searches for remains
of ancient civilizations.
(Continued)

Describes the life style of early
humans during the Paleolithic and
Neolithic periods.

1. Discusses the life style of
early humans during the
Paleolithic period.

ACTIVITIES	MATERIALS
Discuss reasons why so many civilizations sprang up around waterways and mountains.	
Have students speculate on reasons for studying artifacts of early civilizations.	
Have students make charts with the headings Neolithic and Paleolithic and list characteristics of life styles during each period under the appropriate heading. Example:	
<u>Paleolithic:</u>	
a. Used tools and weapons made of stone and wood	
b. Hunted for animals and fish	
c. Ate berries and roots	
d. Wore clothing made of animal skins	
e. Used fire	
f. Wandered, followed migrating animals.	
Contact the Archaeological Survey office at the University of Louisville for information/presentations on North American Archaeology (prehistory).	

STRAND World History

LEARNING Prehistory

VOCABULARY: Paleolithic, Neolithic, anthropological, archaeological, personal needs, civilizations, life styles, social needs, food, clothing, shelter, family, domesticated animals

OBJECTIVE

TASK ANALYSIS

Describes the life style of early humans during the Paleolithic and Neolithic periods. (Continued)

2. Discusses the life style of early humans during the Neolithic period.

3. Compares the life style of humans during the Paleolithic and Neolithic periods.

Compares the personal and social needs of humans during the Paleolithic and Neolithic periods with those of people today.

1. Names the personal and social needs of humans today.
2. Names the personal and social needs of humans during the Paleolithic and Neolithic periods.

ACTIVITIES	MATERIALS
Have students research information and make a chart showing the life style of humans during Neolithic period, drawing samples of what they find. Ask students to make a chart using the following ideas:	
a. Made specialized tools from stone and wood (awls, wedges, saws, drills, chisels) b. Settled in villages c. Raised cattle, horses, sheep, and pigs d. Used plows and wheeled vehicles e. Planted crops f. Built furniture, made pottery, wove cloth g. Created first organized governments	
Help students make a chart to demonstrate likenesses/differences of life styles of the people living during Paleolithic and Neolithic periods.	
Let students make speculations about the personal/social needs of prehistoric people. Have them list these and support their ideas.	
Have the students list their own personal/social needs and compare the personal/social needs. Have students determine likenesses and differences of needs.	
Have students determine if environmental/social/economic factors have made their own needs different from the groups they have been comparing.	

STRAND World History

LEARNING Prehistory

VOCABULARY: Paleolithic, Neolithic, anthropological, archaeological, personal needs, civilizations, life styles, social needs, food, clothing, shelter, family, domesticated animals

OBJECTIVE	TASK ANALYSIS
Compares the personal and social needs of humans during the Paleolithic and Neolithic periods with those of people today. (Continued)	3. Compares needs of humans during the Paleolithic and Neolithic periods vs. present needs of people.

ACTIVITIES	MATERIALS
Have students discuss needs of today and tell why these needs would not be of tremendous concern to people of the Paleolithic and Neolithic eras, e.g., insurance (health, automobile, home), automobile or other means of transportation to get to and from a job, high school education.	Filmstrips: <u>The Emergence of Man Series.</u> Time-Life, 1974. (M, H)
Have students determine why people of Paleolithic/Neolithic eras only lived for a short time span. (Some lived only to their late 30s and few reached the age of 40.)	

STRAND World History

LEARNING Ancient Egypt

VOCABULARY: hieroglyphics, mummification, Egyptians, crypts, life, death,
afterlife, pyramids, pharaoh, artisan, scribe, civil wars, wealth,
power, priest, papyrus

OBJECTIVE

TASK ANALYSIS

Lists contributions made by the
ancient Egyptians.

1. Discusses contributions made by
the ancient Egyptians.

ACTIVITIES	MATERIALS
Have students do individual reports on the contributions of ancient Egyptians. Examples: System of writing called hieroglyphics A central system of government-kingdom Number system based on ten similar to our decimal system Pyramids and Sphinxes (architecture and engineering) Lunar calendar Mathematics-geometry Medical discoveries Artistry (sculpture and paintings) Perfume/cosmetics Mummification Show students samples of hieroglyphic writing. Have them compare it to the alphabet of today (form, number of symbols). Have students devise their own form of writing, using symbols, numbers, drawings, and then exchange results and see if they can decipher their classmates' systems of writing. Take students on a field trip to a museum to view a mummy. Have students draw a picture of a mummy and give one reason why the Egyptians worked out a way of preserving the body by mummification.	Perry. <u>Man's Unfinished Journey</u> , ch. 2.

STRAND World History

LEARNING Ancient Egypt

VOCABULARY: hieroglyphics, mummification, Egyptians, crypts, life, death,
afterlife, pyramids, pharaoh, artisan, scribe, civil wars, wealth,
power, priest, papyrus

OBJECTIVE

TASK ANALYSIS

Lists contributions made by the
ancient Egyptians. (Continued)

2. Determines how Egyptian
artifacts became scattered
worldwide.

ACTIVITIES	MATERIALS
Have students determine how Egyptian tombs, mummies, jewels, statues, and sculptures arrived in England, Louisville, and other museums and private collections throughout the world.	
Note: Southern Baptist Theological Seminary has two museums open from 8 a.m. to 11 p.m. weekdays and 8 a.m. to 5 p.m. on Saturdays.	The Eisenberg Museum of Egyptian and Near Eastern Antiquities; The Nichol Museum of Biblical Archaeology, Southern Baptist Theological Seminary, 2825 Lexington Road, Louisville, KY
Have students discuss the important role of the scribes and artisans in the burial rights of kings.	
Have students pretend that they are artisans inside a pyramid preparing to put a drawing on the wall depicting life of the king who is to be entombed. Ask them to draw something that will give some information about what the king did in his lifetime.	
Have each student select the contribution he/she thinks was most important and defend the choice.	
Discuss with the students the lives of the populace (free people, peasants, slaves, women, children, artisans, scribes) and compare them with those of the nobles, priests, pharaohs, queens.	
Have students determine the contributions made by the populace to the history of Egypt, e.g., building pyramids, growing crops, growing papyrus, building roads, storing grain.	

STRAND World History

LEARNING Ancient Egypt

VOCABULARY: hieroglyphics, mummification, Egyptians, crypts, life, death, afterlife, pyramids, pharaoh, artisan, scribe, civil wars, wealth, power, priest, papyrus

OBJECTIVE	TASK ANALYSIS
Describes Egyptians' beliefs about preparations for death/afterlife.	1. Discusses different beliefs people hold today about death and life after death. 2. Discusses Egyptians' beliefs about and preparations for death/afterlife.

ACTIVITIES	MATERIALS
Ask students to volunteer examples of experiences in dealing with death from their own life experiences.	<u>Mummy's Message</u> . Interact. (M, H) (A simulation of an archaeological expedition into one of humankind most mysterious creations, the pyramid)
Have students draw pictures, in which they depict the Egyptians' beliefs regarding death/afterlife.	<u>Dig 2</u> . Interact. (M, H) (A simulation of the archeological reconstruction of a vanished civilization)
Have students research information on how the Egyptians prepared the kings and queens/nobility for death and the reasons for the elaborate rites. Examples:	Abramowitz, Jack, and Job, Kenneth. <u>Civilizations of the Past: Peoples and Cultures</u> . New York: Globe Book Co., 1979. (T, M, H)
Pharaohs prepared for their deaths while they were living.	
Egyptians thought all humans and sacred animals (cat, bull, crocodile) could enter the afterlife.	
Egyptian's thought the spirit would be happier if the body were preserved.	
Egyptians preserved a body by mummification--embalming it so it would dry and keep forever.	
Egyptians placed a mummy in a tomb with clothing, food, furniture, jewelry, tools, weapons for the long journey to the Realm of the Dead.	
Egyptians thought that when the soul reached the Realm of the Dead, it entered the Hall of Truth where it was judged.	
Egyptians believed that the soul either went to the sun god and eternal happiness, or it was thrown to a horrible monster called the Eater of the Dead.	

STRAND World History

LEARNING Ancient Egypt

VOCABULARY: hieroglyphics, mummification, Egyptians, crypts, life, death, afterlife, pyramids, pharaoh, artisan, scribe, civil wars, wealth, power, priest, papyrus

OBJECTIVE	TASK ANALYSIS
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Describes Egyptians' beliefs about preparations for death/afterlife.
(Continued)

3. Compares Egyptians' beliefs and beliefs of people today concerning death and life after death.

Discusses why ancient Egypt is called the "cradle of civilization."

1. Defines the word civilization.
2. Describes why ancient Egypt is called the "cradle of civilization."

ACTIVITIES	MATERIALS
Have students compare how commoners or everyday people were buried with the burial preparations for nobility.	
Have students make a chart listing different present-day beliefs concerning death and the afterlife.	
Have students compare funeral rights of today with those observed for nobility or the kings and queens in ancient Egypt.	
Ask students to produce posters illustrating the achievements of ancient Egyptians. Examples:	
The first culture to be highly developed The first to use advanced technical skills, e.g., produced metals Highly developed forms of group living A division of labor Intellectual achievements, such as a calendar and a system of writing	
Have students determine what happened in other parts of the world during the time Egypt was at its peak.	
Have students determine how borrowing inventions and ideas from other cultures can make a particular culture grow.	
Have students discuss this information in light of how the Egyptians used information/inventions of those they defeated.	

STRAND World History

LEARNING Ancient Egypt

VOCABULARY: hieroglyphics, mummification, Egyptians, crypts, life, death,
afterlife, pyramids, pharaoh, artisan, scribe, civil wars, wealth,
power, priest, papyrus

OBJECTIVE	TASK ANALYSIS
Describes the impact of the Nile River on the Egyptian civilization.	1. Locates the Nile on world maps. 2. Describes relationships between the Nile River and the Egyptian civilization.

ACTIVITIES	MATERIALS
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Have students compare Louisville's dependence on the Ohio with the Egyptians' dependence on the area river.

Have students draw pictures to illustrate how the Nile influenced the daily lives of Egyptians.

STRAND World History

LEARNING Other Ancient Near Eastern Nations

VOCABULARY: Sumerians, Babylonians, Hittites, Phoenicians, Persians, alphabet,
glass, decline, fall, conflict

OBJECTIVE	TASK ANALYSIS
Locates on world maps areas of Near Eastern nations of antiquity.	1. Tells names of Near Eastern nations of antiquity. 2. Locates areas of Near Eastern nations of antiquity.

ACTIVITIES	MATERIALS
Ask students to take turns coming to the chalkboard to point out different nations (e.g., Persia, Babylonia) as they are projected from the overhead projector.	<u>Civilizations of the Past: Peoples and Cultures.</u> (T, M, H)
Have students work in groups to find information on Near Eastern nations of antiquity.	
Have students use the same world map to identify areas where different cultures flourished. Examples:	
Tigris-Euphrates Valley- Sumerians, Babylonians, Assyrians, Nubians	
Persia	
Hittite-Empire-Asia Minor	
Phoenicia	
Palestine-Hebrews	

STRAND World History

LEARNING Other Ancient Near Eastern Nations

VOCABULARY: Sumerians, Babylonians, Assyrians, Phoenicians, dome, arch,
alphabet, religion, calendar, near, eastern, Persia

OBJECTIVE

TASK ANALYSIS

Lists major contributions of
selected ancient Near Eastern
nations.

1. Discusses major contributions of
selected ancient Near Eastern
nations.
2. Determines effects of contri-
butions on 20th Century America.

ACTIVITIES	MATERIALS
Have students make individual reports (written or oral) on major contributions of selected ancient Near Eastern nations.	
Consider the following contributions:	
a. Sumerians--cuneiform writing; architectural elements such as the arch, dome, and ziggurat; some of the principles of algebra; lunar calendar; probably one of the first people to use the wheel; a number system based on 60 (led to measurement as 60 second-minute, 60 minutes-hour) b. Babylonians--system of government, commerce, religion, architecture, and code of Hammurabi (law code) c. Hittites (present day area of Turkey)--an excellent legal system, use of iron d. Assyrians--efficient system of imperial government e. Chaldeans--study of stars to foretell the future (astrology) f. Persians (present day area of Iran)--religious beliefs, e.g., people are good or evil and there is a final judgment g. Phoenicians (present day area of Syria)--basis for our alphabet, invention of glass h. Hebrews--a code of laws, which included the Ten Commandments, the old testament of the Bible, and the religion of Judaism	

STRAND World History

LEARNING Other Ancient Near Eastern Nations

VOCABULARY: Sumerians, Babylonians, Assyrians, Phoenicians, dome, arch,
alphabet, religion, calendar, near, eastern, Persia

OBJECTIVE

TASK ANALYSIS

Lists major contributions of
selected ancient Near Eastern
nations. (Continued)

ACTIVITIES	MATERIALS
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Have students research information on Hammurabi and the code of law he developed. Have students determine what kind of laws existed concerning marriage, property, divorce, and crimes prior to Hammurabi's code. Ask students to compare findings with present day laws.

Have students determine how contributions of these near ancient eastern nations have an effect on their lives, e.g., use of the alphabet, glass window panes in windows and doors, calendars. Have students determine how contributions affect their lives.

STRAND World History

LEARNING Other Ancient Near Eastern Nations

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes reasons for the decline/ fall of selected Near Eastern nations of antiquity.	1. Tells reasons for the decline/ fall of selected Near Eastern nations of antiquity. 2. Determines the effects on the populace.

ACTIVITIES	MATERIALS
Have students produce a time line depicting the rise and fall of various Near Eastern nations of antiquity making note of the reasons for their decline. Examples: Sumerians lacked unity and were attacked and conquered by Babylonians. Babylonians were conquered by the Hittites. Assyrians were overtaken by many enemies. Persian Empire was weak and was conquered by Alexander the Great. Have students discuss measures which could have been implemented to save these nations. Have students discuss the term <u>inevitable</u> as it relates to these nations. Have students compare reasons for the decline/fall of these nations with reasons that the Egyptian Empire ceased. Have students write/tape a story as if they were living during the time of the fall of Babylonia. Have them discuss what happened to others in the city at that time.	

STRAND World History

LEARNING Ancient Greece

VOCABULARY: life style, Greeks, achievements, architecture, drama, science,
government, painting, sculpture, mathematics, philosophy,
medicine, thinking

OBJECTIVE	TASK ANALYSIS
Discusses the life styles of ancient Greek citizens.	1. Defines the term <u>life style</u> . 2. Describes the life styles of Americans today. 3. Describes the life styles of ancient Greek citizens.

ACTIVITIES	MATERIALS
Have each student list one characteristic of his or her life style as well as one characteristic of his/her parents' life style. Have students compile a classroom chart including the characteristics students listed. Have students compare this classroom chart with the life styles of ancient Greek citizens.	<u>Greece and Rome Build a Great Civilization</u>, Book 2, ch. 3. The Story of Western Civilization Series. Cambridge, MA: Educators Publishing Service.
Characteristics of Greek life style:	<u>Civilizations of the Past: Peoples and Cultures</u>. (T, M, H)
a. Farming was the most honored occupation (olives, grapes, and figs). b. Citizens could vote and hold public office. c. The Greeks considered marriage a necessary institution for bearing and rearing children. A girl married at age 13-14; her husband was at least twice her age. d. Houses were simple and plain. e. Intellectual and physical excellence were more important than material comfort. f. Every citizen had to be educated.	Cassette Tapes: <u>A Sound History of the World</u>. Allen, TX: DLM, 1985. 8 cassette tapes covering prehistory, Greeks, Renaissance, Reformation, and contemporary times.
Ask students to compare/contrast the life styles of the Greeks with those of today, e.g., ancient nobility and political leaders vs. persons with wealth or in political leadership roles today.	

STRAND World History

LEARNING Ancient Greece

VOCABULARY: life style, Greeks, achievements, architecture, drama, science,
government, painting, sculpture, mathematics, philosophy,
medicine, thinking

OBJECTIVE

TASK ANALYSIS

Discusses the life styles of ancient
Greek citizens. (Continued)

ACTIVITIES	MATERIALS
Have students compare the life styles of ancient Greek youth with their own life styles.	
Have students describe the Greek military.	
Have students compare issues faced by Greek military forces with issues faced by our United States military.	

STRAND World History

LEARNING Ancient Greece

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Researches the lives of selected famous Greeks.	1. Researches the lives of famous Greeks. 2. Prepares reports about the lives of selected famous Greeks. 3. Discusses the role of women in famous Greek literature and myths.

ACTIVITIES	MATERIALS
Have students select a famous Greek personality about whom to make a written or oral report.	
Consider the following famous Greeks:	
a. Alexander the Great--conqueror Asia Minor, Egypt, and Persia b. Aristotle--greatest Greek philosopher and scientist c. Socrates--great thinker, teacher, and scientist d. Plato--philosopher, teacher e. Pythagoras--philosopher and mathematician f. Hippocrates--father of medicine g. Homer--writer of long poems and myths which were greatly loved by the Greeks because they were about great warriors and gods	
Have students discuss why they selected a particular personality.	
Have students speculate as to why women did not have a very prominent role in Greek government or were not recognized as making contributions to Greek history.	
Have students determine why selected Greek personalities, e.g., Aristotle, Socrates, stayed in trouble with the authorities of their time.	
Have students determine the purpose of Greek mythology.	
Have students read teacher-selected Greek myths and give reports on them, including factors such as characters and message conveyed.	

STRAND World History

LEARNING Ancient Greece

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
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Researches the lives of selected famous Greeks. (Continued)

ACTIVITIES	MATERIALS
Have students research information on Greek goddesses such as Athena, Aphrodite, Andromeda, Demeter, and Persephone.	
Have students read Greek myths and plays and determine how women were depicted in these writings.	
Have students read information about the Greek winged horse Pegasus.	
Have students describe the Pegasus of Greek mythology and tell how the Pegasus horse used in the Kentucky (Louisville) Derby Pegasus Parade and on promotional posters/pins compares.	

STRAND World History

LEARNING Ancient Greece

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes the achievements of the ancient Greek civilization.	1. Lists the achievements of the ancient Greek civilization. 2. Determines the impact of ancient Greek achievements on the lives of 20th century America.

ACTIVITIES	MATERIALS
Have students produce a chart outlining the many contributions made by the ancient Greeks.	
Consider the following contributions:	
a. Architecture--erected temples, theaters, e.g., Acropolis, Parthenon, odeum b. Painting--on vases, murals, wall paintings c. Sculpture--Athena, Zeus at the Temple of Olympia (showed human form as beautiful) d. Mathematics--established principles of Euclidian geometry e. Science 1) Aristotle--laid foundations of botany, zoology, and anatomy 2) Democritus--believed all matter was composed of moving atoms 3) Hippocrates--father of modern medicine; Hippocratic oath named for him 4) Astronomy--first people to develop ideas about stars and planets f. Drama 1) tragedies 2) comedies g. Government--democracy h. First people to write an account of their history i. Philosophy--asked questions about life and the meaning of human actions j. The model on which we now design our Olympic games	

STRAND World History

LEARNING Ancient Greece

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
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Describes the achievements of the
ancient Greek civilization.
(Continued)

ACTIVITIES	MATERIALS
Have students find and draw examples of Greek columns, e.g., Ionic, Corinthian, Doric.	
Plan field experiences for students to point out the different types of columns seen in the city of Louisville or Jefferson County, e.g., columns in front of the Speed Museum, columns built on porches of homes in Old Louisville, columns in front of the post office in downtown Louisville, columns in front of the University of Louisville.	
Have selected students photograph these columnar designs and bring them back to class and discuss where they were found.	
Have students discuss the different kinds of friezes placed on buildings by the Greek architects.	
Have students determine where in Louisville different kinds of frieze designs can be seen.	
Have students tell why achievements of selected Greek persons have had an effect on their lives, their parents, others, e.g., dramatic plays/soaps, aesthetic appreciation.	

STRAND World History

LEARNING Ancient Rome

VOCABULARY: plebeians, patricians, barbarian, Romans, Christianity, Vatican, Pope, aqueducts, highways, military, rulers, republic, senate, decline

OBJECTIVE	TASK ANALYSIS
Lists contributions made by the ancient Romans.	1. Locates information from world maps. 2. Discusses contributions made by the ancient Romans.

ACTIVITIES	MATERIALS
Have students locate Rome on world maps and determine the section of the world in which Rome is located.	<u>Greece and Rome Built a Great Civilization</u> , Book 2. The Story of Western Civilization Series. Educators Publishing Service.
Have students discuss road building and the important advances the Romans made. Have students draw pictures depicting how roads have improved, e.g., dirt roads, gravel roads, paved roads, and interstates.	<u>The Old World</u> , Unit 6. Macmillan Social Studies Series
Have students determine where an arch or dome design can be found in Louisville, e.g., the Humana Building, Jefferson County Courthouse, University of Louisville, select churches.	<u>Civilizations of the Past: Peoples and Cultures</u> , Lessons 10, 11, 12.
Have students role play various famous ancient Romans as if they were living today, e.g., have Julius Caesar discuss the pros and cons of democracy.	<u>Man's Unfinished Journey</u> , chs. 4, 5.
Have students discuss the ways in which the ancient Romans improved their world. Examples:	Wallace, Lew. <u>Ben Hur</u> . Now Age Illustrated IV Series. West Haven, CT: Pendulum Press, 1978.
The establishment of a system of law and justice throughout much of Europe.	
Preservation of the culture of the Greeks.	
Advancement in road building and architecture, e.g., arch or dome design.	
The establishment of Latin as the common language.	
Building of aqueducts (these were structures used to carry water).	
First highway systems.	

STRAND World History

LEARNING Ancient Rome

VOCABULARY: plebeians, patricians, barbarian, Romans, Christianity, Vatican,
Pope, aqueducts, highways, military, rulers, republic, senate,
decline

OBJECTIVE

TASK ANALYSIS

Lists contributions made by the
ancient Romans. (Continued)

ACTIVITIES	MATERIALS
Literature (plays, poems and history). Language--the Romans brought their language (Latin) to many parts of Europe. Out of Latin rose Roman or Romance languages. These include Italian, French, Spanish, Portuguese, Romanian, and much of the English language is built around Latin words. Named the planets of the solar system. Have students write a myth using one of the Roman gods/goddesses as the main character. Have students discuss the likenesses/differences of Greek and Roman gods/godesses and myths.	Check library for an adapted version of <u>Ben Hur</u>. Have students report on things seen in the movie which represent aspects of the ancient Roman culture.

STRAND World History

LEARNING Ancient Rome

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes the lives of selected famous ancient Romans.	1. Discusses the lives of selected famous ancient Romans.
	2. Determines personality traits/ circumstances that enabled selected ancient Romans to achieve fame.

ACTIVITIES	MATERIALS
Have students write a report on the lives of selected Romans by role playing people such as the following: Julius Caesar Hannibal Mark Antony Calpurnia Augustus Caesar Constantine Agrippina the Younger Have students tape/write a story as if they were members of the court of Augustus Caesar or in the army of Hannibal. Have students describe sites, scenes, and experiences encountered. Have students determine traits/ circumstances which made selected Romans famous. Have students make a chart showing characteristics and circumstances that led selected Romans to be famous, e.g., personal strengths, vision, determination, support from others, being in the right place at the right time, military training, an appointment by someone in power. Have students discuss the importance of Rome today, e.g., the Vatican, the Pope.	

STRAND World History

LEARNING Ancient Rome

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Discusses reasons for the decline/ fall of the Roman Empire.	1. Describes areas and impact of Roman Empire. 2. Determines reasons for the decline and fall of the Roman Empire.

ACTIVITIES	MATERIALS
Have students develop a series of picture cards which sequence the events which led to the fall of the Roman Empire, e.g.	<u>Civilizations of the Past: Peoples and Cultures.</u> (T, M, H)
a. A large Roman Army constantly on the move conquering other lands; these men required food, clothing, and pay which resulted in high taxation of farmers and city workers. b. Many Roman plebeians lost their jobs because the Romans had captured thousands of people and made them work as slaves. c. Rising unemployment caused great hardships for the plebeians (common people). d. There were frequent fights for rights by the plebeian against the Roman government. e. There were internal fights for leadership and domestic quarrels. f. The government was changed from a republic to rulership by an Emperor. g. As Rome grew mightier, its army could not control all its territories. h. Rome had to bring in non-Romans from barbarian tribes to serve as soldiers. i. Rome grew too weak to defend itself against barbarian tribes of northern Europe. j. Huns, German tribes, invaded and plundered Rome. k. Fires and other destructive acts of nature caused severe damage. l. Christians launched hostile attacks.	

STRAND World History

LEARNING Ancient Rome

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
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Discusses reasons for the decline/
fall of the Roman Empire.
(Continued)

ACTIVITIES	MATERIALS
Have students compare the problems which weakened the Roman Empire with similar problems of modern America.	
Have students use world maps to pinpoint areas once ruled by the Roman Empire, e.g., area of France, Belgium, Germany, Britain, North Africa, Spain, Italy, Asia Minor, Egypt, and Greece. Have students determine how the Romans acquired these areas.	
Have students determine the number of years that Rome was a great empire.	
Have students discuss the daily lives of Roman citizens, the rich land owners as well as the common people.	
Have students discuss the kinds of holidays that the Romans had (these included some 100 holidays which were celebrated in honor of their gods as well as in honor of military heroes or conquests).	
Have them discuss the power of the senators during ancient Roman times.	
Have students discuss how the senators of ancient Rome were similar to the senators of today.	
Have students discuss the importance of Rome today--especially the influence of the Vatican.	

STRAND World History

LEARNING Ancient Japan

VOCABULARY: feudal, Japan, islands, shogun, emperor, class system

OBJECTIVE	TASK ANALYSIS
Locates Japan on world maps.	1. Finds Japan on a world map. 2. Determines size of Japan. 3. Determines how immigrants arrived in Japan.

Discusses contributions made by the ancient Japanese.	1. Lists contributions made by the ancient Japanese. 2. Determines how contributions were discovered and shared.
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ACTIVITIES	MATERIALS
Give students a globe of the world and have them indicate where they live by taping a red X on the area. Discuss what direction Japan is from the U.S.; how they would get there, e.g., boat, plane; how long it would take to get there.	Ryan, Frank L., and Clark, James. <u>Windows on Japan</u> . Boston: Houghton Mifflin Co., 1978.
Have students identify the four main Japanese islands on world maps.	Perry. <u>Man's Unfinished Journey</u> , ch. 9.
Have students compare the size of Japan with the size of the United States.	<u>Free Resources for Teaching About Japan</u> , The Midwest Program for Teaching About Japan, 1985. Indiana University 2805 East 10th Street Bloomington, IN 47405
Have students briefly discuss culture (e.g., dress, food) in the four islands which make up Japan.	
Have students discuss present day Japanese population estimates in relation to its size. Compare with size and population of the United States. Have students discuss problems which may arise as the result of increased population.	
Have students prepare different kinds of Japanese food and have a "pot luck" lunch. (May be a culminating activity to which parents are invited.)	
Have students describe the contributions (e.g., architecture, music, art, food) made by ancient/present day Japanese.	
Have students pretend that they are visitors to ancient Japan. Have them discuss what they see.	

STRAND World History

LEARNING Ancient Japan

VOCABULARY: feudal, Japan, islands, shogun, emperor, class system

OBJECTIVE

TASK ANALYSIS

Discusses contributions made by the
ancient Japanese. (Continued)

ACTIVITIES	MATERIALS
Have students discuss the history of the Ainu.	
Have them discuss how things experienced by early visitors or explorers (1200s to 1400s) later became a part of the 20th century living, e.g., eating of Japanese food, wearing Japanese style clothing, appreciating Japanese music.	
Discuss with the students how the original people of Japan were Ainu and how they came to the islands from the Asian mainland thousands of years ago.	
Have students discuss how newcomers were probably from China, Korea, Manchuria, Malaysia, and Indonesia.	
Have students discuss how the early Chinese brought with them skills in farming, pottery, weaving, and raising silk worms. Have students determine the time span of the early Chinese influence.	
Have students discuss the greatest influence of the Chinese on the Japanese civilization.	
Have students make paper sculptures using the ancient art of origami.	
Have students discuss the importance of the silk worm to the ancient Japanese economy.	
Have students pretend that they are owners of a silkworm business. Have them discuss how the business was set up.	

STRAND World History

LEARNING Ancient Japan

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes the ancient Japanese feudal system.	1. Discusses the ancient Japanese feudal system. 2. Determines how the system of "classes" was initiated. 3. Discusses ancient Japan's governmental system.

ACTIVITIES	MATERIALS
Have students research information on the Tokugawa family's 250 year rule of Japan. Point out how the class system was started with the family's ruling and the effect on its populace under a "class" system.	<u>Civilizations of the Past: Peoples and Cultures.</u>
Have students discuss the early governmental structure--	<u>World Book Encyclopedia</u> ; see entry "Japan."
• warring clans (related family members) • one family ruled the county for 235 years (Ashikaga-1338) • emperors ruled	
Have students determine how emperors came to power.	
Have students discuss how a shogun (commander in chief) could be a political rival to an emperor.	

STRAND World History

LEARNING Ancient China

VOCABULARY: China, calendars, explorers, gold, Marco Polo, compass, "Wall of China," Nixon, Carter, silk, Confucius

OBJECTIVE	TASK ANALYSIS
Locates China on world map.	1. Finds China on a world map. 2. Discusses size of China.
Describes contributions made by the ancient Chinese.	1. Lists contributions made by the ancient Chinese. 2. Explains the impact of the invention of the compass on later exploration.

ACTIVITIES	MATERIALS
Have students find China on a globe as well as on a flat world map. Have students compare the size of China with that of the United States.	<u>Man's Unfinished Journey</u> , ch. 9.
Have students discuss contributions made by the ancient Chinese. Examples: Literature Computed the year at 365 1/4 days; sighted Halley's Comet First to make paper and gunpowder Developed printing Invented magnetic compass First to make silk First to work with jade Developed a written language Created some outstanding designs, especially the Great Wall	Morton, W. Scott. <u>China: Its History and Culture</u> . New York: Harper & Row Pubs., 1981. (T, E, M, H) Coye, Molly J., and Livingston, Jon. <u>China: Yesterday and Today</u> . New York: Bantam Books, 1979.
Have students look at a classroom calendar and discuss the measurements of time: 12 months, 365 days, one year, leap year, every 4 years. Point out that the Chinese first computed that the year had 365 1/4 days as early as 444 B.C. Discuss different types of calendars.	
Have students demonstrate the use of a compass.	
Have students determine situations in which a compass is used.	

STRAND World History

LEARNING Ancient China

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Discusses aspects of the ancient Chinese culture.	1. Lists reasons why early explorers sailed to China.
	2. Determines the impact of trade with China on the improved economic potential of a country.

ACTIVITIES	MATERIALS
Have students speculate on why they might want to visit China today. Ask them to compare modern China with ancient China. Have them compare reasons for visiting China today with the reasons why earlier explorers first went to China, e.g., - Marco Polo brought back to Europe tales of great wealth in China. - explorers wanted spices, gold, and jewels - trading - area was mystical - Chinese were gracious and knowledgeable people - fine silks made from cocoons - maps were available giving directions for sailing to China Have students discuss the effect of early traders on the Chinese economy. Have students make a list of foods that they eat. Have them determine the kinds of spices used to add flavor to these foods and how these foods would taste without the spices. Have them determine the kinds of spices which were available in China during the early days of exploring. Have students determine how trade with China would create a national political power.	<u>Civilizations of the Past: Peoples and Cultures.</u>

STRAND World History

LEARNING Ancient China

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
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Describes importance of the Huang Ho River to China.

Compares the dependence on the Huang Ho River with dependence of selected other cultures on a major river.

ACTIVITIES	MATERIALS
Have students locate the Huang Ho River.	
Have students compare how the Chinese depended on the Huang Ho River for survival as the Egyptians depended on the Nile River.	
Have students compare our use of the Ohio River with the use of the Huang Ho River.	
Have students discuss how the Huang Ho was similar to the Nile, e.g., both rivers overflowed their banks every year, both rivers enriched the soil around the area, both rivers caused much damage during flooding, both groups of people had to devise ways to build dikes or barriers along the river banks.	
Have students discuss the sayings of Confucius and how the sayings relate to present day living.	

STRAND World History

LEARNING Ancient India

VOCABULARY: India, caste system, Buddhist, Hindu, Arabic numerals, Ghandi,
non-violent, British

OBJECTIVE	TASK ANALYSIS
Locates India on world maps.	1. Names India when the teacher points to it on a map. 2. Finds India on a world map.
Discusses contributions made by the people of ancient India.	1. Lists contributions made by the people of ancient India. 2. Discusses reasons for early exploration of India.
Discusses history of India.	1. Describes British rule.

ACTIVITIES	MATERIALS
Have students, on flat maps, outline with markers the country of India.	<u>Civilizations of the Past: Peoples and Culture.</u>
Have students point to India on a globe.	
Have students describe the contributions made by ancient Indian people, e.g., a. Invented Arabic numerals, decimal system (mathematics) b. Perfected the technique of inoculation (medicine) c. Identified seven planets (science)	
Have students determine why early explorers and traders came to India, e.g., jewels, rugs, silks, spices. (At one time, India was considered a wealthy nation.)	
Have students discuss the voyage of Vasco da Gama of Portugal.	
Have students determine why Indian trade was sought by Portugal, France, and Great Britain.	
Have students discuss the history of India before British rule, e.g., culture, religion, life style, architecture, sculpture, painting, music/dance, literature.	
Have students investigate how England acquired India as a colony.	
Have students discuss India under British rule.	

STRAND World History

LEARNING Ancient India

VOCABULARY: India, caste system, Buddhist, Hindu, Arabic numerals, Ghandi,
non-violent, British

OBJECTIVE	TASK ANALYSIS
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Discusses history of India.
(Continued)

2. Discusses work of Mohandas K.
Gandhi.

3. Discusses present day problems
faced by India.

ACTIVITIES

Have students discuss India's move toward independence. Have students discuss Gandhi's non-violent disobedience tactics against the British. Have students discuss the impact of such tactics. Have students discuss the use of non-violence to change laws, e.g., civil rights in the United States.

Have students describe problems faced by India today. Have them make a chart comparing past and present problems, e.g.,

	Past	Present
Population	1872: 206,162,000	1982: 692,860,000
Chief Products		cotton, jute, tea, tobacco
Over-crowded cities	rural population	major population moved to cities
Major Problems	communi- cation	overpopula- tion, reli- gious wars, disease (cholera, malaria), 80 languages with 700 dialects
Major Resources		

MATERIALS

Encyclopedias in local school media center (e.g., World Book Encyclopedia)

Adopted World history texts

Perry. Man's Unfinished Journey.

STRAND World History

LEARNING Ancient India

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes the effects of the caste system.	1. Defines the term <u>caste system</u> . 2. Discusses the effects of the caste system.

Discusses major religions of India.	1. Names major religions of India. 2. Describes conflicts between various religious groups.
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ACTIVITIES	MATERIALS
Have students find newspaper articles which deal with differences in socio-economic classes.	Soleillant, Claude. <u>India</u> . Activities and Projects in Color Series. New York: Sterling Pubs., Co., n.d. (activities, stories, and games) (E, M, H)
Divide the class into mock castes. Have students role play their social class/status. Then have them speculate on the effects of the caste system, e.g., a. Encouraged hatred of people because of classification b. Hindered progress in India c. Restricted upward mobility	
Have students discuss the "untouchables" (people whose families for years had kept same low status jobs and who could not enter the temples or get water from public wells) and what the lives of untouchables must have been like for centuries. Have students discuss how present-day laws have changed to guarantee the rights of all, regardless of race, caste, sex, or place of birth.	
Have students list major religions of India and compare differences, e.g., Hinduism, Islam, Christianity, Sikhism, Buddhism, Janism. Have students discuss problems which exist between various sects.	
Have students discuss how the Hindu rule of not killing cows (sacred) creates problems in the populace: cows freely roaming certain areas creates waste which in turn causes many flies to swarm, cows become traffic hazards.	

STRAND World History

LEARNING Ancient Africa

VOCABULARY: continent, Africa, misconceptions

OBJECTIVE	TASK ANALYSIS
Locates Africa.	1. Uses maps and globes to obtain information. 2. Locates Africa.
Discusses early history of Africa.	1. Discusses pre-colonial Africa. 2. Describes early exploration of Africa.

ACTIVITIES

MATERIALS

Have students locate Africa on world maps. Have students determine the distance from the United States to Africa.

Have students compare the size of Africa with the size of the United States. Ask students to find Africa on a globe.

Have students research early peoples and kingdoms of Africa: Egyptians, Nubians, Bushmen, Berbers, Pgymies, Kingdoms of Asante and Mali, investigating the culture, religion, education, and industries. Have students discuss later groups and their reasons for coming to Africa, e.g., Dutch, French, British, Indians, Arabs.

STRAND World History

LEARNING Ancient Africa

VOCABULARY: continent, Africa, misconceptions

OBJECTIVE	TASK ANALYSIS
Discusses historic misconceptions about Africa.	1. Defines the term <u>misconceptions</u>. 2. Describes historic misconceptions about Africa. 3. Describes how misconceptions are being changed.

Describes the contributions made by the ancient African civilization.	1. Lists the contributions made by the ancient African civilization. 2. Discusses "birth of civilization" concept in relation to Africa.
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ACTIVITIES	MATERIALS
Have students research archaeological findings in Africa.	<u>Man's Unfinished Journey</u> , chs. 10, 11.
Have a student use a dictionary to locate and read aloud the definitions of <u>misconception</u> . Discuss the meanings read.	Estep, Harold A. <u>Reading Exercises on African Leaders</u> . Elizabethtown, PA: Continental Press, 1975. (book, workbook, posters)
Discuss with students the stereotypical misconceptions of Africa. Example:	<u>Civilizations of the Past: Peoples and Cultures</u> .
Africa was called the "dark continent" and had, hidden in deep forests, only primitive natives who spent their time hunting animals or fighting one another.	
Have students determine how misconceptions are being corrected, e.g., through knowledge; respect of history; migration of Africans to other countries; migration of others to Africa; need of resources from Africa (oil, cocoa, and coffee); industries settling in Africa.	
Have students discuss the contributions made by ancient Africans in various areas, e.g., art-sculpture, music, dance, architecture, and glass.	
Have students listen to African music and compare and contrast it with other forms of music, i.e., opera, jazz, gospel, rock & roll.	

STRAND World History

LEARNING Ancient America Civilization

VOCABULARY: American, life styles, archaeological, Incan, Aztec, Pueblo,
Mayan, Americas

OBJECTIVE	TASK ANALYSIS
Discusses the origin of ancient Americans.	1. Describes the origin of ancient Americans. 2. Discusses reasons why the Asians immigrated to the Americas.

Describes the life styles of ancient Americans living in different sections of the Americas.	1. Discusses the different life styles of ancient Americans living in different sections of the Americas. 2. Discusses archaeological evidence of ancient America cultures.
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ACTIVITIES	MATERIALS
Point out to students, using a map, the Bering Strait. Discuss the migration of ancient Americans, supplying the following facts: - They were Asians who came from eastern Siberia to Alaska crossing the Bering Strait. - Some were explorers; some came for food. - The inclement weather conditions forced many to seek warmer areas. - They came by foot, sleigh. Have students brainstorm the varieties of life styles exhibited by selected ancient Americans: - Aztecs of Mexico - Plains Indians - Pueblo Indians of Southwest - Apaches - Navahoes - Mound Builders of central and southeastern U.S. - Mayans of South America Have students locate on maps areas where specific ancient American cultures flourished. Have students speculate on why various groups chose to live in specific areas. Have students answer questions as to how archaeological findings help us to know about ancient American cultures. Have students determine kinds of archaeological evidence that might be found, e.g., art, bones, mounds.	<u>Man's Unfinished Journey</u>, ch. 12. Shenton, James P., et al. <u>These United States</u>, ch. 1. Boston: Houghton Mifflin Co., 1981. Feld, Berry. <u>Bronze Age American</u>. Public Library. (T) Abramowitz, Jack. <u>American History</u>. Part 1, Unit 1. Chicago: Follett Pub. Co., 1979. (M) Feld, Berry. <u>America B.C.</u> New York: Wallaby Book Co., 1976. (T, E, M, H) _____. <u>Saga America</u>. New York: Times Books, Inc., 1980. (T, E, M, H)

STRAND World History

LEARNING Ancient America Civilization

VOCABULARY: American, life styles, archaeological, Incan, Aztec, Pueblo,
Mayan, Americas

OBJECTIVE

TASK ANALYSIS

Compares Ancient Incan and Aztec civilizations to that of ancient Egypt.

1. Discusses Incan civilizations.

2. Discusses Aztec civilizations.

ACTIVITIES	MATERIALS
Have students research the history of the Incas. Expect students to list these facts: Incan empire started in 1438. Many were farmers, ruled by an emperor. Incas were conquered by Spanish; were reported to have had large quantities of gold and silver. Spanish explorers traveled to the area for gold/silver; great fortresses remain. Have students determine what happened to the written and artistic works of the Incans. Have students determine what happened to the Incans during the early exploration of the new world (1500s). Have students review books and other material to give a report on the Aztec empire, e.g., started during the 1400s, built large cities, ruled by emperors, had nobles/royal families, practiced human sacrifice, were farmers, were great craftsmen and artisans, conquered by the Spanish during 1500s. Have students determine internal problems which arose with the Incan and Aztec civilizations. Have students determine why the Incan and Aztec civilizations have been studied so frequently by archaeologists.	

STRAND World History

LEARNING Ancient America Civilization

VOCABULARY: American, life styles, archaeological, Incan, Aztec, Pueblo,
Mayan, Americas

OBJECTIVE

TASK ANALYSIS

Compares Ancient Incan and Aztec
civilizations to that of ancient
Egypt. (Continued)

3. Compares Ancient Incan and Aztec
civilizations to that of ancient
Egypt.

ACTIVITIES	MATERIALS
Have students give examples of gods by the Incas and Aztecs, e.g., sun, dogs. Have students give examples of gods of ancient Egyptians, e.g., sun, cats. Elicit from students the similarities of the two cultures in relationship to dieties, as well as in other areas, such as architecture--pyramids, ceremonial robes, headgear, adornment, jewelry, foods grown, practice of medicine, and clothing worn.	

STRAND World History

LEARNING Ancient America Civilization

VOCABULARY: American, life styles, archaeological, Incan, Aztec, Pueblo,
Mayan, Americas

OBJECTIVE	TASK ANALYSIS
Discusses the Mayan civilization.	1. Tells who the Mayans were. 2. Locates on maps where Mayans lived. 3. Describes Mayan life style. 4. Determines reasons for decline of Mayan civilization.

ACTIVITIES	MATERIALS
Have students use research materials to determine who the Mayans were (American Indian people who migrated to Central America).	Encyclopedias Library references
Ask students to locate sites of Mayan Civilization, e.g., part of present day Mexico, El Salvador, Guatemala, Honduras. The civilization started in 2500 B.C. The classic period lasted from 300 A.D. to 900 A.D.	
Have students describe the life style of the Mayans in the following areas:	
<u>Religion</u>	
Worshipped many gods/goddesses (corn god, rain god, sun god) Mayans fasted, offered sacrifices	
<u>Family/Social Life</u>	
Entire families lived together (mother, father, children, and grandparents) Everyone in household worked Occupations were farmers, hunters, fishers, and crafts persons	
<u>Government</u>	
Little is known about the governmental structure but had chiefs/priests and a central governmental unit.	

STRAND World History

LEARNING Ancient America Civilization

VOCABULARY: American, life styles, archaeological, Incan, Aztec, Pueblo,
Mayan, Americas

OBJECTIVE

TASK ANALYSIS

Discusses the Mayan civilization.
(Continued)

ACTIVITIES	MATERIALS
Have students list Mayan Contributions: Developed an advanced form of writing. Kept records on large stones. Made books (some written 1100 to 1500 exist). Developed mathematical and astronomical systems. Produced exceptional architectural structures, e.g., pyramids. Developed brightly colored wall murals. Made outstanding clay sculptures.	
Lead a discussion including the following facts: Historians are not sure why the Mayan civilization collapsed during the 800 B.C. period. Some scholars speculate that the Mayans may have had problems such as disease, crop failure, political unrest, and farmer revolts.	
Have students discuss the coming of Spanish explorers in the 1500s to the areas where Mayans continued to exist, e.g., conquered the remaining government.	
Have students discuss the way of life of present day descendants of the ancient Mayans.	
Have students discuss what is happening to the tropical rain forest which was once the area of Mayan civilization, e.g., being destroyed for businesses.	

STRAND World History

LEARNING Ancient America Civilization

VOCABULARY: American, life styles, archaeological, Incan, Aztec, Pueblo,
Mayan, Americas

OBJECTIVE

TASK ANALYSIS

Discusses the Mayan civilization.
(Continued)

ACTIVITIES

MATERIALS

Have students discuss how the ruins of Mayan ceremonial centers are used, e.g., tourist attraction, sites for archaeological studies.

STRAND World History

LEARNING Middle Ages

VOCABULARY: feudalism, serf, nobleman, middle class, Middle Ages, knight,
catholic, king, Christianity, crusades

OBJECTIVE	TASK ANALYSIS
Describes the social and political climate of Western Europe during the Middle Ages.	1. Describes how the fall of the Roman Empire led to a shift from an urban society to a rural society. 2. Discusses the social climate of Western Europe during the Middle Ages. 3. Discusses the political climate of Western Europe during the Middle Ages.

ACTIVITIES	MATERIALS
Have students discuss the effect of the overthrow of Rome by less educated tribes. Include the following: Caused trade to cease Diminished personal safety Caused towns to decline Encouraged an increase in superstition Led to an era called the Middle Ages (Dark Ages).	<u>Man's Unfinished Journey</u> , ch. 7.
Have students determine why the Middle Ages were known as the Dark Ages.	
Have students locate western Europe on maps showing Europe in the Middle Ages. Have students draw pictures of kinds of work serfs might have been asked to do, e.g., farming, harvesting grain, slaughtering, spinning wool.	
Have students do research to determine social/political structure in Europe:	
a. Nobles--landholders who were sworn to uphold the King, many lived in castles	
b. Common men-- 1) freeman--skilled workers, bound to work for their lord but had certain rights 2) serfs--slaves who had no rights	
c. Knights--men trained to serve and defend their lords	

STRAND World History

LEARNING Middle Ages

VOCABULARY: feudalism, serf, nobleman, middle class, Middle Ages, knight, catholic, king, Christianity, crusades

OBJECTIVE

TASK ANALYSIS

Describes the social and political climate of Western Europe during the Middle Ages. (Continued)

Lists reasons for conflicts between the Catholic Church and the heads of state (kings) in western Europe during the Middle Ages.

1. Explains the growth of the Church's power and influence from the days of early Christianity.
2. Discusses reasons for conflicts.

Explains how feudalism operated in Western Europe during the Middle Ages.

1. Defines feudalism.
2. Describes how feudalism operated in Western Europe during the Middle Ages.

ACTIVITIES

MATERIALS

Have students discuss how the following factors caused social/political problems:

Lack of centralized government
Inability of kings to control
large territories independently
Lack of large armies
Growth of small, local
governments.

Have students discuss reasons for conflicts between the Catholic Church and the kings of Western Europe during the Middle Ages, e.g.,

- a. Many popes claimed that the Church was supreme and that all monarchs had to obey them;
- b. The Church preached that people should obey the laws of kings unless they were contrary to church laws.

Have students read stories such as "King Arthur and His Knights of the Round Table" and determine roles of religious, political, and noble figures.

Have each student give one reason for the development of feudalism, e.g., feudalism, a governmental system, developed as a defense against barbarians and other disorderly peoples.

STRAND World History

LEARNING Middle Ages

VOCABULARY: feudalism, serf, nobleman, middle class, Middle Ages, knight,
catholic, king, Christianity, crusades

OBJECTIVE

TASK ANALYSIS

Explains how feudalism operated in
Western Europe during the Middle
Ages. (Continued)

ACTIVITIES	MATERIALS
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Have students discuss how feudalism benefited kings and noblemen.
Include the following facts:

Feudalism helped the kings to
keep their land and people
safe.
Kings gave large pieces of land
to rich men called nobles.
The nobles promised to fight for
their king.
Every noble had his own soldiers.

Have students discuss effects of
feudalism on people who were not of
the aristocracy.

STRAND World History

LEARNING Renaissance Period

VOCABULARY: Middle Ages, Renaissance, art, classical, science, medicine,
literature

OBJECTIVE	TASK ANALYSIS
Explains meaning of the term <u>Renaissance</u> .	1. Defines <u>Renaissance</u>. 2. Discusses the term <u>Renaissance</u> as it might apply to other periods of history.
Describes great developments which occurred during the Renaissance period in Europe.	1. Reads about the Renaissance period in Europe. 2. Makes reports on selected topics.
Discusses famous people of the Renaissance era.	1. Discusses how wealthy persons sponsored artists and commissioned specific works of art. 2. Lists famous people of the Renaissance era.

ACTIVITIES	MATERIALS
Have students look up <u>Renaissance</u> in a dictionary and compose a workable definition, such as--	<u>Man's Unfinished Journey</u> , ch. 8.
A time of awakening or new birth; A time of hard work and enthusiasm in art, literature, and science.	
Have students visit an art museum (e.g., Speed) to look at examples of Renaissance art. Tell students before they visit the museum that they are to choose one piece of art they would like to describe to the rest of the class. When they return from field trip, have them orally describe the chosen piece of art and then sketch or draw a picture of it.	
Have students discuss the life style of children and adolescents during the Renaissance period.	
Have students research and make reports about various Renaissance Period subjects, such as the following:	
Art (paintings, statues, cathedrals) Science (introduction of scientific method, discovery of gravity, conclusion that the sun was center of the universe, background knowledge for the science of chemistry) Inventions (printing press, compass, and gunpowder) Literature (Shakespeare's writings)	

STRAND World History

LEARNING Renaissance Period

VOCABULARY: Middle Ages, Renaissance, art, classical, science, medicine,
literature

OBJECTIVE	TASK ANALYSIS
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Discusses famous people of the
Renaissance era. (Continued)

ACTIVITIES

MATERIALS

Have students visit the school library, research a famous person of the Renaissance Era, and write a report about that person. Provide a list of suggested individuals such as the following:

Michelangelo
Leonardo da Vinci
Roger Bacon
Copernicus
Galileo
Raphael
Shakespeare
Titian
Montaigne
Joan of Arc
Cervantes
Catherine de Médicis.

STRAND World History

LEARNING Reformation Period

VOCABULARY: Reformation, Protestant, Catholic, Europe, religion, church, freedom, religious leaders, protests, reform, greatness, leadership

OBJECTIVE	TASK ANALYSIS
Describes the meaning of the term <u>Reformation period</u> .	1. Defines the word <u>reformation</u> .
	2. Discusses the meaning of the term <u>Reformation period</u> .
Describes religious and political changes which took place during Europe's Reformation period.	1. Discusses the abuses of power which were practiced by many members of the clergy.
	2. Discusses religious and political changes which took place during Europe's Reformation period.

ACTIVITIES	MATERIALS
Have students look up the term <u>reformation</u> and then come to a consensus on its meaning. Example: Reformation--A religious movement in Western Europe which led to the start of Protestant churches. Give students a map of Europe in the 1500s and have them indicate by the use of colored pencils the spread of Protestantism during the Reformation. Have students tell why the following events occurred: - Europe no longer had one church and one body of teachings to hold all the people together. - The power of the Roman Catholic Church was weakened. - Many people developed fear and hatred of the religious practices of others. - Many people fled to America and other countries to seek religious freedom.	<u>Man's Unfinished Journey</u>, ch. 14.

STRAND World History

LEARNING Reformation Period

VOCABULARY: Reformation, Protestant, Catholic, Europe, religion, church, freedom, religious leaders, protests, reform, greatness, leadership

OBJECTIVE	TASK ANALYSIS
Discusses lives of great religious leaders of the Reformation period.	1. Lists great religious leaders of the Reformation period. 2. Discusses skills/circumstances which lead to greatness.

ACTIVITIES

MATERIALS

Make a classroom chart with the names of religious leaders of the Reformation listed at the top. Have each student name a contribution of one of the leaders listed below and add them to the chart:

John Wycliffe
Martin Luther
John Calvin
Ignatius Loyola
John Knox.

Have students determine why these people became great leaders and what happened to them as a result of taking a strong stand concerning their beliefs. Have students determine how others benefited from the work of Wycliffe, Luther, Calvin, and others.

STRAND World History

LEARNING Scientific Revolution

VOCABULARY: Medieval, universe, scientific method, astronomy, witchcraft,
planets, medicine, mathematics, research, moveable type

OBJECTIVE	TASK ANALYSIS
Explains basic scientific/religious thoughts during the medieval period relative to the universe.	1. Explains why the Renaissance is regarded as the birth of modern science. 2. Discusses basic scientific/religious thought during the medieval period relative to the universe.
Describes the effects of the Scientific Revolution on medieval thinking and modern research.	1. Describes major areas of scientific inquiry (e.g., medicine, astronomy, mathematics) during this age. 2. Discusses the effect of the Scientific Revolution on medical thinking and modern research.

ACTIVITIES	MATERIALS
Discuss how scientific techniques of experimentation, observation, and recording first came into use.	<u>Man's Unfinished Journey</u> , ch. 15.
Ask students to discuss why scientists believed that the sun revolved around the earth.	
Let students research the medieval findings for the major areas of scientific inquiry:	
Medicine--anatomy	
Astronomy--relationship of the planets to the sun	
Mathematics--theories about orbits.	
Have students discuss scientific beliefs concerning medicine and the treatment of the sick, e.g., blood letting, use of leeches, burning incense, lack of cleanliness of tools and surroundings during care of the sick, treatment of the mentally ill.	
Have students discuss religious beliefs of the period, e.g., demons, witches.	
Have students discuss the changes brought about by scientific thinking, e.g.,	
It helped lead people from the ignorance and superstition of Middle Ages;	
It led to the development of the scientific method;	
People began to inquire about things.	

STRAND World History

LEARNING Scientific Revolution

VOCABULARY: Medieval, universe, scientific method, astronomy, witchcraft,
planets, medicine, mathematics, research, moveable type

OBJECTIVE	TASK ANALYSIS
Researches scientists who influenced changing thoughts during the Scientific Revolution.	1. Lists scientists who influenced changing thought during the Scientific Revolution. 2. Makes oral or written reports on scientists of the Scientific Revolution. 3. Explains the impact of moveable type (printing) on the expansion of knowledge and the sharing of ideas among scientists. 4. Explains why scientific pursuits were often undertaken in secret.

ACTIVITIES	MATERIALS
Ask students to make reports on selected scientists of the Scientific Revolution, e.g., - Copernicus - Kepler - Galileo - Leonardo da Vinci - Harvey - Vesalius - Gutenberg	
Have students determine why the work of the persons reported on has relevance today. Have students discuss also the accepted beliefs prior to the Scientific Revolution concerning the human body, planets, and other topics/phenomena.	
Encourage students to surmise the effects that the change in the printing process had on increasing knowledge and on making books and ideas readily available and less expensive.	
Discuss how prevailing religious beliefs hindered the study of astronomy and anatomy.	

LEARNING Exploration/Colonization

OBJECTIVE

TASK ANALYSIS

1. Names the countries that were in power during the 15th and 16th centuries.
2. Discusses reasons for exploration by selected world powers during the 15th and 16th centuries.
3. Lists reasons why some individuals sponsored explorers or became explorers themselves.

ACTIVITIES	MATERIALS
Have students discuss selected countries and some of their reasons for exploration of new territories, e.g., Portugal--looking for an all-water route to the East Spain--seeking water route to India; searching for gold, spices, and silver; spreading Christianity France--seeking water route to India and riches England--looking for trade route to East. Present the following reasons why some individuals became explorers or sponsored explorers: a. Monetary interest--speculate investors b. Scientific thirst for knowledge c. Adventurous nature d. National patriotism--to expand their country's territorial claims. Have students determine why Spain, as well as other countries, needed spices. Have students discuss each of the explorers' needs to seek the unknown.	<u>Man's Unfinished Journey</u> , ch. 16.

STRAND World History

LEARNING Exploration/Colonization

VOCABULARY: exploration, colonization, spices, explorers, mapmaking,
navigational instruments

OBJECTIVE	TASK ANALYSIS
Uses world maps to trace famous exploration routes of the 15th and 16th centuries.	1. Discusses the impact of growing technology on world exploration. 2. Locates existing major countries on world maps. 3. Traces on world maps the routes of each famous explorer.
Describes positive and negative results of exploration from the 15th through 19th centuries.	1. Discusses the positive results of exploration from the 15th-19th centuries. 2. Discusses the negative results of exploration from the 15th-19th centuries. 3. Describes the manner in which explorers were received by the peoples of the various "explored" lands. 4. Discusses living conditions during exploration voyages.

ACTIVITIES	MATERIALS
Give each student a world map and have him/her indicate the routes of famous explorers with different symbols. Suggested explorers: Bartholomeu Diaz Vasco de Gama Christopher Columbus. Describe the refinement of mapmaking, shipbuilding and design, and navigational instruments. Have students determine positive aspects of exploration for the countries involved, e.g., a. increased European commerce b. increased use of money and banking c. Spanish imports of silver and gold relieved the shortage of precious metals in Europe d. formation of joint stock companies produced capital for expansion. Have students chart the positive aspects of exploration (see above), as well as the negative results, e.g., a. increased friction between countries b. piracy at sea c. national wealth depleted to finance voyages d. historic/cultural documents/artifacts removed from conquered sites and claimed by conquerors e. diseases spread on board ship and to various countries.	

STRAND World History

LEARNING Exploration/Colonization

VOCABULARY: exploration, colonization, spices, explorers, mapmaking,
navigational instruments

OBJECTIVE

TASK ANALYSIS

Describes positive and negative
results of exploration from the 15th
through 19th centuries. (Continued)

ACTIVITIES	MATERIALS
Have students speculate on the variety of public attitudes created as the result of exploration activities, e.g.,	
a. Explorers were worshiped as gods. (Cortez--Mexico)	
b. People resisted new philosophies. (Perry--Japan)	
c. One trader was accepted as a government official. (Marco Polo--China)	
d. Conqueror was resisted physically. (Pizarro--Peru)	
Have students discuss provisions (equipment/food) Columbus carried on his voyage to the Americas.	
Ask them to determine:	
1. how food was stored	
2. how the crew entertained themselves	
3. which chores the crew performed	
4. how meals were prepared daily	
5. how clothing was kept clean.	
Have students compare exploration ships of today (Jacques Cousteau) with the ships used during selected time frames, e.g., 15th, 16th, 17th centuries.	

STRAND World History

LEARNING French Revolution

VOCABULARY: "divine right," Bastille, Estate, protests, overthrow, monarchy, nobles

OBJECTIVE	TASK ANALYSIS
Describes the life styles of the French people before the outbreak of the French Revolution.	1. Discusses the "divine right of kings." 2. Discusses the life styles of the French people before the outbreak of the French Revolution.

Lists reasons for the French Revolution.

1. Describes the economic status of France in the mid-1700s.
2. Contrasts the leadership abilities of Louis XVI and General Lafayette.
3. Discusses reasons for the French Revolution.

ACTIVITIES	MATERIALS
Have students explain in their own words the meaning of "the divine right of the kings."	<u>Man's Unfinished Journey</u> , chs. 17 and 19.
Have students describe the effect of the concept on the populace.	
Have students discuss how the French people were grouped into "Estates," e.g., a. Clergymen of the Roman Catholic church were in the First Estate. b. Rich nobles were in the Second Estate. c. Poor peasants, city workers, lawyers, doctors, and merchants were in the Third Estate.	
Have students determine the effect/importance of being in a specific Estate.	
Have students discuss the groups of people that were dissatisfied with the French government and why they were dissatisfied, e.g., a. Unfair system of taxation b. National Assembly wanted to make new laws c. Influenced by the American Revolution.	
Have the class read an adapted version of <u>The Tale of Two Cities</u> and discuss the fall of the Bastille.	
Have students tell what the Bastille was and its significance to the French Revolution.	

STRAND World History

LEARNING French Revolution

VOCABULARY: "divine right," Bastille, Estate, protests, overthrow, monarchy,
nobles

OBJECTIVE

TASK ANALYSIS

Lists reasons for the French
Revolution. (Continued)

Describes the outcomes of the French
Revolution.

1. Discusses the outcomes of the
French Revolution.
2. Compares aspects of France and
America after their respective
revolutions.

ACTIVITIES	MATERIALS
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Have students compare the reasons behind the French and American Revolutions.

Have students describe the results of the French Revolution, e.g.,

- a. All people of France were given more freedom.
- b. All people had to pay taxes.
- c. Laws which treated all people as equal were established.

Have students compare the following:

- 1) The American Declaration of Independence with the French Declaration of the Rights of Man
- 2) The two nations' (U.S. and France) new flags
- 3) The French National Convention with the American Continental Congress
- 4) Fourth of July and Bastille Day
- 5) The change in governmental structure from monarchies to representation

Have students discuss the political and economic climate of America and France today.

STRAND World History

LEARNING Napoleonic Era

VOCABULARY: Napoleon, power, dictatorship, genius, leader, directory, support, disaster, military

OBJECTIVE	TASK ANALYSIS
Explains how Napoleon came to power in France.	1. Discusses Napoleon's years as a youth. 2. Discusses the internal political upheavals in France during the 1790s. 3. Describes how Napoleon came to power in France
Describes skills/attributes which made Napoleon a world leader.	1. Lists personal skills/attributes which made Napoleon a world leader.

ACTIVITIES	MATERIALS
Have students briefly discuss the roles of the Legislative Assembly, Jean Paul Marat, Robespierre, the National Convention, and the Directory.	<u>Man's Unfinished Journey</u> , ch. 20.
Have students speculate on why Napoleon came to power, e.g., a. Many Frenchmen believed Napoleon could restore order at home and win victory abroad. b. A plot was organized to overthrow the government and place Napoleon in power. c. Napoleon had displayed leadership skills.	
Have students discuss situations in which Napoleon exhibited the following characteristics: a. military genius b. courage c. talent as an administrator d. creativity e. stubbornness f. persistence g. confidence h. devotion i. organization j. vanity k. domination l. overwhelming ambition m. skill n. popularity as a hero.	

STRAND World History

LEARNING Napoleonic Era

VOCABULARY: Napoleon, power, dictatorship, genius, leader, directory, support,
disaster, military

OBJECTIVE	TASK ANALYSIS
Describes skills/attributes which made Napoleon a world leader. (Continued)	2. Describes external factors which enhanced Napoleon's position as a leader.

Discusses reasons for Napoleon's downfall.

1. Describes reasons for Napoleon's downfall.
2. Describes the final years of Napoleon's life.

ACTIVITIES	MATERIALS
Have students describe the effects of the following factors: a. Poor communication in that era allowed Napoleon to hide his defeats. b. The Directory supported his military campaigns abroad because they feared for the security of their own positions if he remained in Paris. Have students show on a map the expansion of the French empire as a result of Napoleon's conquests. Have students describe changes made in the lives of peoples/countries as a result of Napoleon's conquests. Have students list reasons for Napoleon's downfall, e.g., a. The retreat from Moscow decimated the French army. b. Great Britain, Prussia, Russia, Spain, and Sweden allied themselves against Napoleon. c. Friends and allies began to desert him. d. Long years of warfare had sapped French manpower and the patriotic spirit of the people. e. The military skills of other nations had improved.	

STRAND World History

LEARNING Napoleonic Era

VOCABULARY: Napoleon, power, dictatorship, genius, leader, directory, support,
disaster, military

OBJECTIVE

TASK ANALYSIS

Discusses reasons for Napoleon's
downfall. (Continued)

ACTIVITIES

MATERIALS

Have students find sources for the lyrics to the song "Waterloo." Have students discuss the song as it relates to Napoleon's final defeat.

Have students contrast the times Napoleon spent on the island of Elba with time spent on St. Helena.

Have students discuss Napoleon's death and recent speculations that he was poisoned while on Elba.

STRAND World History

LEARNING Industrial Revolution

VOCABULARY: revolution, industrialization, machines, factory system, unions,
cities, transportation, railroad, labor laws

OBJECTIVE

TASK ANALYSIS

Lists reasons for the rise in
industrialization in Europe.

1. Defines industrialization.
2. Discusses reasons for the rise
in industrialization.
3. Describes why France
industrialized more slowly and
to a lesser extent than Great
Britain.

Discusses results of the Industrial
Revolution in Europe.

1. Describes industrialization in
Germany.
2. Lists results of Industrial
Revolution in Europe.

ACTIVITIES	MATERIALS
Relate the lack of industrialization to the continuing existence of underdeveloped countries.	<u>Man's Unfinished Journey</u> , ch. 23.
Discuss with students the factors which made industrialization in Great Britain so easy, e.g., a. Great Britain's merchants had money to buy machines and build factories. b. Great Britain's colonies provided raw materials and markets for manufactured products. c. Great Britain had a good labor supply. d. British society viewed business opportunities as a way to improve social class. e. Britain's harbors and rivers facilitated trade and the movement of raw materials. f. British government supported commercial endeavors.	
Discuss the impact of France's wars and extensive farmlands on the progress of industrialization in that country.	
Discuss how Germany's industrialization was slowed by its lack of internal political unity.	

STRAND World History

LEARNING Industrial Revolution

VOCABULARY: revolution, industrialization, machines, factory system, unions, cities, transportation, railroad, labor laws

OBJECTIVE	TASK ANALYSIS
Describes the spread of the Industrial Revolution beyond Europe.	1. Lists factors which supported the growth of industry in the U.S. 2. Lists reasons why some countries today remain non-industrialized.

ACTIVITIES	MATERIALS
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Have students chart and discuss the following:

- a. People who initiated industrialization
- b. Number of people affected
- c. Cost
- d. Factors which supported the Revolution
- e. Factors which inhibited the Revolution
- f. Intellectual vs. physical power.

Have students discuss the impact of industrialization on land, labor, capital, national unity, raw materials, rapidly increasing population, railroads, and the American willingness to take risks for involvement in industrialization.

Have students review the factors which facilitated the Industrial Revolution in Europe and the U.S. Discuss the impact that a lack of these factors has on the continuing non-industrial status of some nations today.

STRAND World History

LEARNING Imperialism

VOCABULARY: imperialism, expansionism, empire building, colony, raw materials

OBJECTIVE	TASK ANALYSIS
Determines the relationship between exploration and imperialism.	1. Explains the meaning of the word <u>imperialism</u>. 2. Names factors which influenced a decline in exploration and expansion activities. (1700s late 1800s) 3. Describes factors that stimulated imperialism from 1870 to 1914. 4. Explains how exploration and imperialism are related.

ACTIVITIES	MATERIALS
Define <u>imperialism</u> emphasizing empire building, one nation ruling other nations or colonies.	<u>Man's Unfinished Journey</u> , chs. 25 and 26.
Discuss with students the impact of the following factors: a. The declining influence of the Church on the role of missionaries b. France's internal revolution and the Napoleonic Wars c. The transfer of investment monies from colonization to industrial activities in the mother countries d. The growing interest in democracy e. The growth of laissez-faire economics	
Discuss with students the impact of the following on the spread of imperialism: a. The Industrial Revolution b. The need for raw materials for manufacturing c. The desire not to be dependent on another country's resources in time of war d. The need for more markets for exported goods e. The desire to invest new wealth created by the Industrial Revolution f. The urge to spread Christianity.	
Discuss with students how exploration gave rise to imperialism.	
Explain how imperialism has an effect on present day world events and political views.	

STRAND World History

LEARNING Imperialism

VOCABULARY: imperialism, expansionism, empire building, colony, raw materials

OBJECTIVE	TASK ANALYSIS
Describes reasons for expansion into selected countries during the 19th century.	1. Lists countries that were the target of imperialist activities. 2. Discusses reasons for expansion into selected countries by European countries during the 19th century.

ACTIVITIES	MATERIALS
Have students list the countries which were affected by imperialist expansionism. Then have students suggest reasons for the interest in these particular countries, e.g., Asia, Africa and the Middle East (rich in raw materials) China (many raw materials, millions of cheap laborers, a good place to sell goods) Targeted countries (no organized armies that could resist the imperialist nations) Imperialized countries generally meet visitors with "open arms."	<u>World Geography and You</u> , Book 2. Austin, TX: Steck-Vaughn Co., 1986. (Workbook for special students)

STRAND World History

LEARNING Imperialism

VOCABULARY: imperialism, expansionism, empire building, colony, raw materials

OBJECTIVE	TASK ANALYSIS
Compares the effects of imperialism on the citizens of selected countries during the 19th century.	1. Discusses the effects of imperialism on the citizens of selected countries during the 19th century. 2. Compares and contrasts imperialism (1870-1914) with the earlier colonization that began in the 1500s.

ACTIVITIES

MATERIALS

Use a student panel and discuss the following:

- a. Imperialist nations built factories, hospitals, and schools in their colonies.
- b. New roads and railroads were built.
- c. Doctors were sent to take care of the sick.
- d. Imperialist nations took raw materials out of the colonies.
- e. People were forced to work as cheap labor.
- f. The colonies had to obey imperialist nations.
- g. Wars erupted as nations fought to regain their sovereignty.
- h. Racial tensions arose.

Have students chart the following factors to compare imperialism and early colonization:

Countries involved

Reasons

Effects--positive and negative.

STRAND World History

LEARNING World War I

VOCABULARY: Archduke Ferdinand, nationalism, League of Nations, imperialism, militarism, Versailles Treaty

OBJECTIVE	TASK ANALYSIS
Discusses causes of World War I in Europe.	1. Discusses causes of World War I in Europe. 2. Describes the assassination of Archduke Ferdinand which precipitated World War I in Europe.
Describes how America became involved in World War I.	1. Lists reasons why America became involved in World War I. 2. Describes the sequence of events which led to the U.S. entering World War I.

ACTIVITIES	MATERIALS
Have students discuss the "-isms" which led to World War I, e.g., a. nationalism--each nation wanted to be the strongest; b. imperialism--nations of Europe wanted more colonies; c. militarism--the belief that international problems can be solved by the use of force; d. ethnocentrism--belief that one's own group is superior.	<u>Man's Unfinished Journey</u> , ch. 27.
Have students draw posters depicting the opposite views of Britain and Germany and explain how these posters could have been used as propaganda in the U.S. before it entered World War I.	
Have students tell the story of the outbreak of World War I as it might have been told by a contemporary Frenchman, a German, an Englishman, and an American.	
Have students discuss reasons why the U.S. got involved in World War I, e.g., a. to protect shipping b. to protect loans c. to support democracy d. to counter Germany's offer to help Mexico reclaim part of the American southwest.	

STRAND World History

LEARNING World War I

VOCABULARY: Archduke Ferdinand, nationalism, League of Nations, imperialism,
militarism, Versailles Treaty

OBJECTIVE	TASK ANALYSIS
Discusses the outcomes of World War I.	1. Describes the outcomes of World War I. 2. Discuss the effects of World War I on the advancement of women's rights.

ACTIVITIES	MATERIALS
Use a time line and have students sequence the events which led to the U.S. getting involved in World War I, e.g., - The U.S. government allowed Americans to sell food, weapons, and war supplies to both sides. - The war caused a boom in American business. - Great Britain stopped and searched American ships to cut off shipments to Germany. - Germany began to use submarine warfare to sink American ships. - Germany sank a British ocean liner; 124 Americans died. - Germany began sinking American ships near the British Isles. - U.S. declared war on Germany. - U.S. sent large sums of money, food and military supplies to the Allies. - American men went to fight overseas.	

STRAND World History

LEARNING World War I

VOCABULARY: Archduke Ferdinand, nationalism, League of Nations, imperialism,
militarism, Versailles Treaty

OBJECTIVE

TASK ANALYSIS

Discusses the outcomes of World
War I. (Continued)

ACTIVITIES

MATERIALS

Have students hypothesize the outcome if Mexico had accepted Germany's offer to help regain American territory.

Have students list and discuss the results of World War I, e.g.,

- a. The Versailles Treaty was written/signed.
 - 1) Germany was forced to acknowledge its war guilt.
 - 2) Germany had to acknowledge its liability for reparation payments.
 - 3) Germany had to cede several territories.
 - 4) Germany had to limit its military forces.
- b. Separate treaties recognized Austria and Hungary as independent nations and created Czechoslovakia and Yugoslavia.
- c. Ottoman Empire and Russia both lost territory.
- d. League of Nations was created to promote cooperation and peace.
- e. Intense nationalism helped to fuel the fires for World War II.

STRAND World History

LEARNING World War II

VOCABULARY: Nazi, Axis, Allies, Germany, Hitler, France, Japan, Great Britain, Russia, Japan, Italy, Africa, humiliation, Holocaust, balance of power, communism, atomic bomb

OBJECTIVE	TASK ANALYSIS
Discusses the German humiliations at the end of World War I as a factor in Hitler's rise to power.	1. Describes socio-political climate in Germany in the mid-1930s. 2. Describes the German humiliations at the end of World War I as a factor in Hitler's rise to power. 3. Describes Hitler's personality and background. 4. Describes the events which led to the Holocaust.

Describes the involvement of selected countries in World War II.	1. Names the countries involved in World War II. 2. Discusses the involvement of selected countries in World War II.
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ACTIVITIES	MATERIALS
Have students describe, illustrate, or role play a day in the typical life of the middle class German woman in 1910 vs. 1919.	<u>Man's Unfinished Journey</u> , chs. 29 and 30.
Discuss with students the factors in post-World War I Germany which led to Hitler's rise to power. Examples:	Stadtler, Bea. <u>The Holocaust: A History of Courage and Resistance</u> . New York: Behrman House, Inc., 1974. (M, H, T, E)
Germany lost many colonies. Germany had to admit its guilt. Germany had to limit its military forces. Germany had to pay reparation payments.	
Have students role play a meeting between Hitler and some of his adoring German citizens during 1935.	
Have students compare Hitler's personality and rise to power with that of Napoleon.	
Have students write short essays explaining why it was necessary to defeat Hitler.	
Have students make an outline map and color the Allied nations blue, the Axis nations red, the Axis-controlled nations yellow, and the neutral nations green.	
Have students read materials on the treatment of Jews and others in Europe during the years 1933-1945.	Stadtler, Bea. <u>The Holocaust</u> . New York: Behrman House, Inc., 1974. (M, H, T, E)
Have students give reports on why the Holocaust occurred.	

STRAND World History

LEARNING World War II

VOCABULARY: Nazi, Axis, Allies, Germany, Hitler, France, Japan, Great Britain, Russia, Japan, Italy, Africa, humiliation, Holocaust, balance of power, communism, atomic bomb

OBJECTIVE

TASK ANALYSIS

Describes the involvement of selected countries in World War II.
(Continued)

Describes major outcomes of World War II on Europe, Asia, and the United States.

1. Discusses major outcomes of World War II on Europe.
2. Discusses the major outcomes of World War II on Asia.
3. Discusses the major outcomes of World War II on the United States.

ACTIVITIES	MATERIALS
Have students discuss whether another Holocaust could occur in the world during the 20th or 21st century. (See Information Sheet 1.)	Information Sheet, "Holocaust Statistics."
Have students create a time line showing the progression of involvement by various world powers in World War II, e.g., - Germany conquered Austria and Czechoslovakia; - Great Britain and France went to war against Germany; - Germany conquered France; - Germany fought to conquer Great Britain; - Germany was defeated in Great Britain; - Germany attacked the Soviet Union and was defeated; - Americans sent food and supplies to Russia and other Allies; - Japan bombed Pearl Harbor; - U.S. entered the war; - Germany and Italy captured much of northern Africa; - Allies captured Rome; Italy surrendered; - Allies landed on Normandy beaches and liberated France; - Allies attacked Germany; Germany surrendered; - Japan captured Guam and Philippines; - U.S. bombed Japan; Japan surrendered.	
Have students compare the landing on Normandy's beaches with Washington's crossing the Delaware River on December 25, 1776.	

STRAND World History

LEARNING World War II

VOCABULARY: Nazi, Axis, Allies, Germany, Hitler, France, Japan, Great Britain, Russia, Japan, Italy, Africa, humiliation, Holocaust, balance of power, communism, atomic bomb

OBJECTIVE

TASK ANALYSIS

Describes major outcomes of World War II on Europe, Asia, and the United States. (Continued)

ACTIVITIES	MATERIALS
Have students pretend to be reporters from an American newspaper and write a news article or draw a political cartoon about an event that occurred during World War II. (See Information Sheet 2.)	Information Sheet, "World War II."
Have students discuss the movie <u>Casablanca</u> . Locate Casablanca on a map and have students discuss the movie's relationship to World War II.	
Discuss with the students the effects of World War II on Asia, e.g., a. the Soviet Union took its place as the foremost power in Europe; b. the Chinese communists gained control of the entire Chinese mainland, and Communist China became a dominant Far Eastern power; c. Japan rebuilt and became a major world power.	
Have students discuss the effects of World War II on the U.S., e.g., the U.S. emerged as the leading world power.	
Have students hypothesize the outcomes if the U.S. had decided to remain neutral in World War II.	
Have students write imaginary diaries as if they were in Europe after World War II. Have students include comments about the world around them, e.g., people were estatic that the war was over, certain areas of Europe had to be rebuilt, hostilities deepened.	

STRAND World History

LEARNING Cold War

VOCABULARY: hostilities, Cold War, communist, non-communist

OBJECTIVE	TASK ANALYSIS
Defines the term <u>cold war</u> .	1. Lists the factors involved in a typical war 2. Gives the meaning of the term <u>cold war</u>.
Discusses reasons for hostilities between Russia and the United States.	1. Describes the steps taken by the U.S.S.R. after World War II to spread communism. 2. Describes the sequence of hostilities between Russia and the United States.
Describes ways in which various countries currently influence the Cold War status.	1. Lists countries which have (or have had) an influence on the Cold War status. 2. Discusses ways in which various countries influence the Cold War status.

ACTIVITIES	MATERIALS
Have students offer suggestions as to personnel and equipment needed to wage a war, e.g., armies, generals, battles, weapons, planes, tanks.	<u>Man's Unfinished Journey</u> , ch. 31.
Discuss with students the term <u>cold war</u> , using the following definitions: a. a battle of words, ideas, and propaganda b. a war without weapons c. a conflict of political/governmental ideologies between countries/nations.	
Have students draw two political cartoons of the Berlin Wall: one from a Western point of view, the other from a communist point of view.	
Use the map from an earlier activity which depicted Allied, Axis, and neutral nations and have students draw a hammer and sickle in every county which is now communist.	
Have students discuss the following in terms of U.S.-Russian conflicts. a. Monroe Doctrine b. Marshall Plan c. Berlin Blockade d. Korean War.	

STRAND World History

LEARNING Cold War

VOCABULARY: hostilities, Cold War, communist, non-communist

OBJECTIVE

TASK ANALYSIS

Describes ways in which various
countries currently influence the
Cold War status. (Continued)

ACTIVITIES	MATERIALS
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Discuss with students how warring factors within and between countries have been supported (e.g., supply food, weapons, and training) by the U.S. and the USSR.

Have students find the following countries on a map: Cuba, Israel, Egypt, Iran, Iraq, Vietnam, Nicaragua, and El Salvador.

Have students discuss how Russia and the U.S. have "taken sides" in dealing with the above named countries.

Discuss why poor nations are currently so vulnerable to pressures from larger, more powerful nations/ countries.

STRAND World History

LEARNING Middle East

VOCABULARY: oil, Arab, Israeli, OPEC, histories, conflicts, embargo

OBJECTIVE	TASK ANALYSIS
Locates Middle Eastern countries on world map.	1. Names areas which constitute the Middle East. 2. Locates individual Middle Eastern countries on a map.

Discusses reasons for tension between various countries in the Middle East.

1. Discusses the history of Middle Eastern people.
2. Lists reasons for tension between various countries in the Middle East.

ACTIVITIES	MATERIALS
Have students point to regions of Middle Eastern areas on a globe or world map, e.g., Northeastern Africa, Southwestern Asia, Southeastern Europe.	<u>Man's Unfinished Journey</u> , ch. 34.
Use a world map or globe and have students find Middle Eastern countries, e.g., a. Bahrain b. Cyprus c. Egypt d. Iran e. Iraq f. Israel g. Jordan h. Kuwait i. Lebanon j. Oman k. Qatar l. Saudi Arabia m. Sudan n. Syria o. Turkey p. United Arab Emirates q. Yemen (Aden) r. Yemen (Sana)	"Middle East," <u>World Book Encyclopedia</u> , 1985.
Have students compare the size of Middle Eastern nations to the size of individual states in the U.S.	
Have students research similarities and differences in background, climate, natural resources, and religion, of the Middle Eastern countries.	
Have students discuss the economy of selected Middle Eastern countries. Point out that most are agricultural and that oil production is a major activity.	

STRAND World History

LEARNING Middle East

VOCABULARY: oil, Arab, Israeli, OPEC, histories, conflicts, embargo

OBJECTIVE

TASK ANALYSIS

Discusses reasons for tension
between various countries in the
Middle East. (Continued)

ACTIVITIES

MATERIALS

Have students discuss the effect of increased industrialization on many Middle Eastern areas, e.g., worsened problems of pollution, overcrowding in city areas.

Have students discuss origins of Arab-Israeli conflicts, such as the following:

World War I resulted in some Arab lands being placed under British/French rule.

Arabs demanded independence.

Palestine was an Arab territory governed by the British during the time the British supported the creation of Palestine as the homeland of Jews.

Many Jews moved to this area in 1920s and '30s (as a result of pre- and World War I--problems in Germany).

U.N. proposed dividing Palestine; Jews accepted the plan, Arabs rejected it.

In 1948, Jews established State of Israel in area proposed by U.N.

Wars broke out in 1948 and 1956 between Arabs-Jews over the "home land" issue.

STRAND World History

LEARNING Middle East

VOCABULARY: oil, Arab, Israeli, OPEC, histories, conflicts, embargo

OBJECTIVE	TASK ANALYSIS
Describes world dependence on Middle Eastern countries for various natural resources.	1. Lists the major natural resources found in the Middle East. 2. Discusses world dependence on Middle Eastern countries for various natural resources.

ACTIVITIES	MATERIALS
Have students determine why U.S. relationship with Israel has had a negative effect on treatment of U.S. citizens in Arab countries to date.	
Have students discuss the Camp David, Carter, Sadat, and Begin discussions. Have students discuss the results of these discussions, e.g., major agreements between Arab and Israeli states, Arabs and Jews opposing the agreements, death of Sadat.	
Have students research the dispute between Iran and Iraq over territory. Have students review U.S. and Russian influence on conflicts.	
Have students draw symbols on a world map depicting the resources found in selected Middle Eastern countries.	
Discuss with students the influence of OPEC (Organization of Petroleum Exporting Countries). Note that the Middle East has more than half of the world's proven oil reserves.	
Have students discuss the importance of petroleum to all countries. Have students determine how OPEC impacts on the price of gasoline.	

STRAND World History

LEARNING Latin American

VOCABULARY: Latin America, population growth, education, dictatorship,
resources

OBJECTIVE

TASK ANALYSIS

Locates Latin America on a world map.

1. Names countries of Latin America.
2. Locates countries of Latin America on a world map.

Discusses internal problems faced by Latin America since the mid-1880s.

1. Lists internal problems faced by Latin America since the mid-1880s.
2. Discusses the relationship between levels of education and levels of income.

Describes current U.S.-Latin American relationships.

1. Discusses Latin American forms of government.
2. Discusses current U.S.-Latin American relationships.

ACTIVITIES	MATERIALS
Have students determine why the term <u>Latin</u> is used to name this section of America (language, religion, arts came from Spanish, French Portuguese origins which, in turn, came from the ancient Roman or Latium [Latin] culture). Put a map showing countries of Latin America on the overhead projector. Have students take turns coming to the overhead to label selected, projected countries of Latin America. Have students locate Latin American countries on a world map. Have students discuss the life style of selected Latin American areas. Have students hypothesize steps that could be taken to improve living conditions in Latin America in the following areas: a. food b. clothing c. housing d. education e. population growth f. economic development. Have students discuss: dictatorship, fascism, Marxism, democracy, and guerilla warfare. Have students role play a debate in the United Nations Council regarding the role of the U.S. in Latin America today.	<u>Man's Unfinished Journey</u>, ch. 36. <u>World History and You</u>. Book 1. Austin, TX: Steck-Vaughn Co., 1986. (Workbook for special students)

STRAND World History

LEARNING World Problems

VOCABULARY: drought, developing, population, explosion, abject poverty,
famine, hunger, politics, technology, agricultural, industrial,
food problems, migrating

OBJECTIVE	TASK ANALYSIS
Discusses current interdependence of nations of the world.	1. Names ways in which nations are interdependent. 2. Discusses reasons for change in international interdependency from the year 1600 to present. 3. Discusses current interdependence of nations of the world.
Describes ecological concerns shared by all nations.	1. Lists ecological concerns shared by all nations. 2. Describes how nations are working together to solve ecological concerns.
Describes political and social concerns shared by all nations.	1. Lists political concerns shared by all nations. 2. Lists social concerns shared by all nations. 3. Discusses political and social concerns shared by all nations.

ACTIVITIES	MATERIALS
Have students speculate on ways in which nations are interdependent; include the following: food, natural resources, security, and technology.	<u>Man's Unfinished Journey</u> , ch. 37.
Have students read current events magazines and report on articles related to interdependence of nations of the world.	Jarolimek, John, and Davis, Bertha. <u>Lands of Promise: Western Hemisphere</u> . Macmillan Elementary Social Studies Series. Boston: Macmillan Co., 1974. (Key to reading range)
Have students find an article in the local newspaper concerning an ecological problem, such as air pollution, water pollution, and drought. Ask students to compare the reported ecological problem with that of another country.	_____. <u>This Favored Land: U.S. and Canada</u> . Macmillan Elementary Social Studies Series, 1974. (Key to reading range)
Have students suggest items of ecological concern to all nations, such as air and water pollution, natural resource shortage, increasing population, and hunger and disease.	Slater, Barbara. <u>HEP-History/Economics/Political Science, Levels 1A, 1B, 2A, 2B, 3A, 3B</u> . Beaverton, OR: Dormac, Inc. (workbook)
Have students produce charts showing the political and social concerns shared by all nations, e.g, war, aggression, overpopulation, international terrorism, immigration.	"Terrorism," <u>KIWANIS Magazine</u> , September 1985, pp. 20-23.
Discuss which of the above concerns have only recently come to the forefront and which have concerned nations for centuries.	Filmstrips: <u>Immigration: Growth of a Nation</u> . Random House Media, 1985. 2 color filmstrips, 2 cassettes.
Discuss which problems are more apt to be solved first and why and how.	
Have students hypothesize situations which may become the world-wide concerns in the next 100 years.	

STRAND World History

LEARNING Third World Countries

VOCABULARY: Third World, nonindustrial, raw materials, emerging, unstable powers, illiteracy, overpopulation, demographic, malnutrition, emerging

OBJECTIVE	TASK ANALYSIS
Discusses Third World issues.	1. Names countries considered to comprise the Third World. 2. Discusses concept of Third World. 3. Researches Third World issues. 4. Determines resolution to Third World problems.

ACTIVITIES	MATERIALS
Have students locate Third World countries on world maps, e.g., Asia, Africa, Latin America. Have students discuss the statement: Third World countries are neither communistic nor capitalistic.	Stockwell, Edward G., and Laidlaw, Karen A. <u>Third World Development: Problems and Prospects</u> . Chicago: Nelson-Hall, Inc., 1981.
Discuss and have students explain the meaning of the old world, new world, and third world.	Sewell, John, and Mathieson, John. <u>The Third World: Exploring U.S. Interests</u> . New York: Foreign Policy Assn., 1982. (T, M, H)
Have students discuss the emergence of Third World countries as the result of World Wars I and II.	
Have students determine unique problems of Third World countries, such as overpopulation, political unrest, military rule, malnutrition, inexperienced leaders, illiteracy, exploitation by powerful allies, economic and demographic traits, and natural resources sought/needed by other countries.	
Have students determine the influence of Third World countries in the United Nations (UN).	
Ask students to debate some of the following issues: a. Richer nations' responsibilities toward their poor neighbors b. Type of government needed to rule a multi-tribal nation c. Responsibilities of the Third World countries to control overpopulation, food distribution, and so forth d. The role of Third World countries in the United Nations.	

HOLOCAUST STATISTICS

The information below represents (see note) the number of European Jewish men, women, and children who lost their lives during Adolph Hitler's political regime 1933-1945.

Italy	8,000
Rumania	40,000
Yugoslavia	60,000
Austria	65,000
Greece	65,000
France	68,000
Latvia	80,000
Holland	106,000
Bukovina	124,632
Lithuania	135,000
Germany	160,000
Hungary	200,000
Bessarabia	200,000
Czechoslovakia	217,000
Soviet Union	1,000,000
Poland	3,000,000

In addition, 5,000,000 non-Jewish persons (gypsies, Poles, Czechs, Russians, handicapped persons, homosexuals, "enemies of the government," and the mentally ill) were also eliminated during the Holocaust.

Source: The Courier Journal, 21 April 1985 and The Louisville Times, 24 April 1985.

Note: This is not a complete listing.

WORLD WAR II

The Atomic Bomb

Hiroshima, Japan was the site of the dropping of the first atomic bomb. The year was 1945 (August 6th). Nagasaki, Japan received the second bomb three days later. It was reported that more than 150,000 Japanese people died as the result of these bombings while thousand of others suffered immediate and later illness.

Participation of Women

In 1943 American women were totally involved in the war effort. More than two million women worked in various war plants producing ammunition, clothing, machines, equipment, and replacing the large numbers of men who joined the armed services. During previous wars women had worked as nurses but during World War II women were organized in non-combatant corps to substitute for men. Women joined the Army as WACS, SPARS with the Coast Guards, and as WAVES in the Navy. Women also joined the Marine Corps. More than two hundred-fifty thousand (250,000) women worked as store keepers, machinists, truck, jeep, and radio operators; and office workers. Serving in the armed forces was a new role for women. Armed service work brought about changes in attitudes concerning the strength, skills, and intelligence of women.

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CITIZEN'S REQUEST FOR REVIEW AND REEVALUATION OF INSTRUCTIONAL MATERIALS

The Jefferson County Board of Education endeavors to meet the needs of all its students by providing on all levels a wide range of instructional materials having diversity of appeal and different points of view. With respect to instructional materials, the Board supports the principles of intellectual freedom inherent in the First Amendment to the *Constitution of the United States* and in the *Library Bill of Rights* and the *Students' Right to Read* of the National Council of the Teachers of English.

The Board also recognizes that, despite the quality of instructional materials or the credibility of the process used for selecting instructional materials, occasional objections will arise. Therefore, in order to facilitate the resolution of any concerns related to instructional materials, the Board provides the following procedure for review and reevaluation.

Level I—Initial Concern

1. A person having a complaint related to instructional materials states the complaint to a local school principal or unit head or a designee.
2. The school official to whom the complaint is stated schedules a conference with the complainant to discuss the instructional materials.
3. The complainant and the school official discuss the instructional materials during the scheduled conference.
4. Within five (5) business days following the conference, the school official provides the complainant a written decision concerning the complaint.

Level II—Written Request for Review and Reevaluation

1. If a complainant is not satisfied with the school official's decision at Level I, the school official will assist the complainant in filing, with the Superintendent, a written request for review and reevaluation of the instructional materials.
2. The Superintendent accepts the written request for review and reevaluation of instructional materials with the purpose of rendering a decision concerning the complaint. (When appropriate, the Superintendent forwards the request to the Reconsideration Committee.)
3. When requested by the Superintendent, the Reconsideration Committee meets for purpose of formulating a recommendation to the Superintendent concerning the instructional materials.
4. Within twenty-five (25) business days of receiving the written request for review and reevaluation of the instructional materials, the Superintendent notifies, in writing, the complainant concerning disposition of the complaint.

Level III—Appeal

1. In the event the complainant is not satisfied with the Superintendent's decision regarding the instructional materials, the complainant may file with the Jefferson County Board of Education written request for the review of the complaint.
2. Within forty-five (45) business days of receiving the request the Board will notify the complainant of its decision.

Note: The Board considers appeals requesting the view of decisions related to the use of instructional materials to be serious matters. Therefore, person requesting such reviews are advised to present carefully documented, factual information substantiating their claims.

Only upon recommendation of the Superintendent shall access to challenged instructional materials be restricted during the reconsideration process.

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

School _____

Please check type of material:

- | | | |
|-------------------------------------|------------------------------------|---------------------------------|
| ☐ Book | ☐ Film | ☐ Record |
| ☐ Periodical | ☐ Filmstrip | ☐ Kit |
| ☐ Pamphlet | ☐ Cassette | ☐ Other |

Title _____

Author _____

Publisher or Producer _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific. Cite pages, frames in a filmstrip, film sequence, et cetera.)

2. What do you believe is the theme or purpose of this material?

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other instructional material of the same subject and format?

Signature of Complainant

Date

Please return completed form to the school principal.